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SPELL/WRITE

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SPELL/WRITE

TEACHER'S EDITION

LEVEL 4

EDU-MEDIA

Kitchener, Ontario

in association with

EDUCATIONAL DEVELOPMENT CORPORATION

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Design and illustration by Sue Wilkinson and
International Design Organization

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ISBN: 0-88979-012-4 Manufactured in Canada.

2 3 4 5 6 7 8 9 0 BS 8 7 6 5 4 3 2 1 0 9 8

Colour Coding by Grade Level

Level One—Orange

Level Two—Blue

Level Three—Red

Level Four—Dark Green

Level Five—Yellow

Level Six—Brown

Level Seven—Light Green

Level Eight—Purple

TO THE TEACHER

If your pupils are using the consumable edition of **Spell/Write**, you may notice some slight variations in the student text pages presented within this guide. These pages were taken from the non-consumable edition of the **Spell/Write** text. The answers required are usually the same but the directions indicating where they are to be written may vary.

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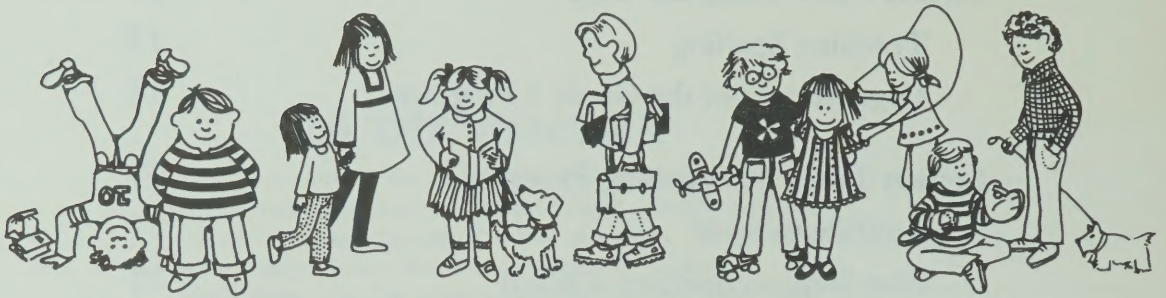
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TO THE TEACHER

The formation of the alphabet letters may vary from teacher to teacher, school to school, and province to province. The **Spell/Write** program has included some samples of these alternate forms for you and your students. However, it is not possible to include them all. If your pupils are using letter forms not shown in their **Spell/Write** texts, make a display alphabet for the classroom and remind pupils to refer to it when practising their handwriting.

EVERYONE IS DIFFERENT



There are different ways to write the alphabet letters.
Here are some other forms of the letters.

Your teacher may suggest that you use forms other than the ones in this book. It is important to write your letters neatly, the same way each time.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

SECTION ONE: USING THE TEXT

Teaching Spelling

Spell/Write goes beyond the spelling and writing of list words. Although word lists are useful in themselves *Spell/Write* uses the lists to teach spelling combinations that occur with high frequency in English words. The pupils are guided in discovering the spelling combinations in additional words, giving them a workable strategy for encountering new words on their own.

Spell/Write takes the mystery out of spelling. It clearly emphasizes specific sounds in words and their most frequently occurring or most reliable spellings and spelling combinations. For example, a list with the words **teeth**, **wheel**, **wheat**, and **team** lets the pupils learn the words and encourages them to concentrate on the /ē/ sound and its reliable spellings, **ee** and **ea**.

In *Spell/Write* the list words are presented in such a way that the pupils begin by concentrating on the most reliable spellings of a sound, such as the **ee** and **ea** spellings of the /ē/ sound. Gradually, the pupils meet the less frequent and less reliable spellings, such as **ie** and **y**, in related groupings of words.

The object, therefore, is not so much to learn a given number of words as it is to apply an understanding of sounds and spelling combinations to new words. The pupils then have a strategy by which they can move beyond the limits of any word list.

Throughout the learning process the spirit of inquiry, of discovery, prevails. The pupils are regarded as inquiring learners, discovering relevant spellings and related words through meaningful activities. They are constantly invited to transfer their discoveries from known words to unknown ones and to use them in creative ways.

THE WORD LIST

The basic word list is the result of an analysis and interpretation of the Hanna and Hanna *Phoneme-Grapheme Correspondences as Cues to Spelling Improvement*. This work, in turn, draws its list from the Thorndike-Lorge *Teacher's Word Book of 30,000 Words*, Part I, supplemented by topical and updated entries from current dictionary sources.

An important basis for the selection of the words in *Spell/Write* was the reliability of the spelling pattern, as in the spellings of the /ē/ sound mentioned earlier.

Other factors considered in the selection of words were suitability for the grade level, usability for the pupils, variety of subject matter, challenge and excitement of content, and insofar as possible, modern usage.

KINESTHETIC REINFORCEMENT

The writing stage very often reinforces the spelling process. For some pupils this stage is the crucial one for learning how to spell, and it therefore receives great emphasis throughout *Spell/Write*.

In addition, the subject matter of spelling provides an ideal opportunity for handwriting instruction. Indeed, legible handwriting is essential for success in spelling because many errors that seem to be spelling errors are actually handwriting errors.

Organization of the Grade 4 Program

A typical unit of instruction is organized around spelling concepts and related handwriting skills and activities. Exceptions are the Review Units, the Dictionary Unit, and the two Handwriting Units—all of which are explained later.

The Spelling Units in the grade 4 *Spell/Write* begin with a list of eighteen words. The words have been chosen so that most of them will be familiar to fourth-graders.

The words are grouped according to their common *phonemes*, which are units of speech sounds. For example, the word **say** has two phonemes: /s/ and /ā/. The word **tough** has three phonemes: /t/, /u/, and /f/.

The word groups also have a *grapheme* in common. A grapheme is a letter or combination of letters that spells a phoneme. In the word **say** the grapheme **s** spells the first phoneme and the grapheme **ay** spells the second phoneme.

In approaching the spelling of list words *Spell/Write* emphasizes phoneme-grapheme relationships that are widespread in our language. Thus, although the list words themselves are important the long-range objective is more important: to give pupils a way of approaching unknown words through phonemes and graphemes that they already know.

Day A The first page of each Spelling Unit is designed to attract the pupils' interest by involving them in a gamelike activity, such as a puzzle, or in visual activities through the use of pictures. Once the pupils are involved the activity leads them to identify the significant graphemes.

Day B The second page of each unit contains other developmental activities that complete the pupils' initial exposure to the list words. The work is harder than the work on the first page, but because the pupils will be using words that share the same phoneme-grapheme relationships they will have built-in clues to help them.

When the pupils have completed the activities on the second page of the unit they are ready to consider the *formulas* that generalize the sound-to-spelling patterns in English. The formulas should not be memorized. They are

summaries of what some pupils will have already discovered and what others may be ready to discover. Beginning with Unit 3 (the first Spelling Unit) the formulas appear at the bottom of the second page of each unit.

The Teacher's Edition provides supplementary activities that are designed to reinforce and reapply the formulas' applications to the spelling patterns in the language and to provide additional uses of the first two pages of each unit. Many of these activities will provide additional words, called nonlist words, that follow the phoneme-grapheme patterns presented in the unit. As with the list words the nonlist words are likely to be known to grade 4 pupils.

Day C The third page of every unit emphasizes handwriting concepts and skills, while at the same time it reviews and reinforces the unit formulas and list words. The subject for each third page is suggested by the list words. The activities include word matching, sentence completion, and sentence writing. Pupils thus experience a different exposure to the list words—one that provides an interesting context for continuing developmental work in handwriting.

Program for Irregulars. Five *irregulars* are also printed on the third page. They are called "misfits" because they do not fit regular sound-to-spelling patterns. An irregular is a word whose sound gives misleading clues about its spelling. For example, the word **go** has no phonemic clue that would lead pupils to use an **o** when spelling the word—especially when **go** is compared to **toe**, **bow**, **low**, **foe**, and so on. Therefore, irregularity has to be handled with methods that focus upon the letters that are unexpected.

Approaches designed specifically for these unexpected spellings are suggested in the Teacher's Edition. In the grade 4 *Spell/Write* these activities are meant to be used by the entire class with direct involvement of the teacher. Each unit's irregulars have spelling patterns that will not interfere with the unit's generalizations.

Day D The Unit Quiz should be administered at this time. Each list word should be given within the contextual sentence supplied for the teacher. As a quiz on the regular word list the Unit Quiz serves both a short- and a long-term need. In terms of a week's work the results determine which pupils should review the unit's word list and which pupils are ready for more advanced work. In terms of a year's work the quiz supplies data for the Spelling Progress Chart, which is on the inside front cover. The chart provides a place to map both class and individual progress with Spelling Units. Those pupils whose scores deviate seriously from class scores are having more than ordinary problems with particular phoneme-grapheme patterns. Every week pupils will mark their quiz scores on their Spelling Progress Charts.

The following procedure should be used when administering a Unit Quiz:

1. Pronounce each list word.
2. Read the sentence illustrating the word's meaning.
3. Read the quiz word again.

The pupils are expected to write only the quiz word.

Refer to Section Two (page 3T) for appropriate guidelines for uncovering the probable cause of errors made on the Unit Quiz.

Pupils should mark their Spelling Progress Charts at this time. Those who score 80 percent or better have apparently mastered the unit's formulas and word list. These pupils should proceed to the Look Ahead section on the last page of the unit. Pupils who score less than 80 percent should review the unit's formulas and list words by proceeding to the Look Again section on the last page of the unit.

Special Spelling Problems. The sound-to-spelling patterns in Units 8, 14, 15, 16, and 18 may prove especially difficult for those pupils whose spoken language backgrounds have been unusually deficient. The teacher's notes for these units include some special remedial techniques that can help such pupils catch up. A discussion of these techniques begins on page 4T.

Day E Each Spelling Unit's fourth page allows you to track pupils according to their individual needs. A score of less than 80 percent on the Unit Quiz indicates that more time should be spent with the unit's sound-to-spelling patterns. The Look Again activities present the key phoneme-grapheme relationships in a fresh way.

The Teacher's Edition provides supplementary activities to be used with those pupils who seem to need additional review of the unit's work.

A score of 80 percent or better on the Unit Quiz indicates sufficient mastery of the word list and formulas. Pupils achieving this level proceed directly to the Look Ahead part of the page. The activities presented here are enriching, advancing pupils into vocabulary building and creative writing experiences.

The construction of a Spelling Unit's fourth page supplies you with many options: At times the entire class will benefit from exposure to both parts of the fourth page. Some pupils may catch on after working with only part of the Look Again activity. Situations may also arise in which Look Ahead pupils can help their classmates with Look Again work.

REVIEW UNITS

There are four Review Units (11, 17, 25, and 34) in the grade 4 *Spell/Write*. These units appear after natural groupings of Spelling Units. Because the Review Units have been placed where they are needed, they do not occur at six- or eight-week intervals. The grade 4 Review Units begin with list words and move to nonlist words having phoneme-grapheme patterns that have been studied. By using new words in new situations the pupils actually review what they have learned and apply that knowledge to the language, rather than to previously learned words.

DICTIONARY UNIT AND SPELLING DICTIONARY

The Dictionary Unit (Unit 10) familiarizes pupils with those dictionary skills they need at the grade 4 level. In succeeding grades the dictionary skills will expand with the needs of the pupils. For example, the dictionary knowledge needed by most grade 4 pupils is in the areas of alphabetical order and an expanded idea of the dictionary entry. Unit 10 builds these skill areas, and subsequent units have activities that utilize and reinforce them.

The Spelling Dictionary is limited to entries that are tied to either a Dictionary Unit activity or specific dictionary activities in other units. In the course of the year all entries will have been looked up by pupils.

SECTION TWO: THE SPELLING PROCESS

Abilities to Spell

Not all pupils learn to spell in the same way or at the same speed. Some have well-developed memories that enable them to learn most words with which they have any contact. Others have underdeveloped memory skills and therefore require the development of other skill areas before they can be expected to learn the spelling of a word.

In addition, pupils' backgrounds play a part in their ability to relate phonemes they hear to the graphemes they see. If, for example, a child grows up where endings such as *ed* or *ing* are either dropped or slurred then he or she may need extra help before he or she can reasonably be expected to write these endings.

Five Steps to Spelling a Word

1. INPUT

Words are acquired either through hearing them or by reading them. Young children's initial contact with words is through hearing them spoken by others. Therefore, regional accents, minority group dialects, and careless or careful speech habits all combine to supply the sounds that children bring with them to the classroom.

2. ANALYSIS

When asked to spell a word pupils are really being asked to match words they have heard with the recently learned graphemes that represent the sounds of those

words. In other words, asking pupils to spell a word is a request for them to associate lately acquired written letters with the sounds they already know.

Therefore, *mother* might first be spelled "muther" because this spelling—although incorrect—is a logical connection between the sound /muθər/ and the letters that this particular pupil has recently learned. The process that produced "muther" indicates that this pupil has started to develop some of the memory skills that allow him or her to associate phonemes with their likely graphemes. Therefore, the error is based upon an irregularity in the language rather than upon an error in association skills.

3. PHONEME-GRAPHEME RELATIONSHIPS

When a word is heard the pupils attempt to match graphemes to phonemes. They do so by drawing upon two deposits in their memory banks. The first deposit is composed of words heard and read, and the second is made up of written letters that make up all words.

If pupils attempt to learn the spelling of one word at a time then a rapid expansion of learned spellings will probably not take place. If, on the other hand, the pupils are able to relate the phonemes of some words to those in others and if they can learn the graphemes that represent those phonemes they will be in a position to project phoneme-grapheme relationships from old words to new.

4. KINESTHETIC OUTPUT

Eventually a written word comes out in a way that corresponds to what the pupils believe to be the correct order of its graphemes. However, this process opens the door to many pitfalls: Letters that are left out, extra letters that are inserted, and letters that are not in their proper places. This must be considered within seconds and against a background that stresses whole sentences rather than the spelling of each word.

5. PROOF

Once a word is written the pupils check it against their memory deposits. If the word seems to check out no further work is done. If the word seems wrong they may cycle back through this process, usually beginning with step 2 or step 3.

If at any point in this process a breakdown occurs then a word is likely to be misspelled. Also, some pupils are weak in some of the steps and strong in others, and a few pupils are strong in all.

Each step calls upon a different set of subskills. For example, the skill required to form legible letters is not the same skill that is needed in understanding phoneme-grapheme relationships. An additional skill is the ability to recall the sounds of a word. Therefore, instead of a single treatment for the poor speller a variety of remedial techniques must be available, each geared to what has really led to a misspelled word.

Analysis and Treatment of Spelling Problems

Because it may signal basic skill weaknesses a spelling error should be regarded as a piece of information. Properly understood, the misspelling may enable a teacher to unearth the cause of many potential errors. For example, suppose a pupil misspells *saved* by omitting the letter *d*. The implications of this problem are significant: Does it mean that this pupil does not hear the /d/ sound at the end of *saved*? Or does it mean that *ed* does not occur in his or her dialect? Or does it mean the pupil does not know how to add *ed* to a word that already ends in *e*? Or is it simply carelessness that might be repeated?

For remedial purposes a spelling problem is dealt with first by an *analysis* of the cause and then by a *treatment* designed specifically for that cause.

At the grade 4 level deficiencies that cause spelling problems fall into three categories: (1) handwriting skills, (2) hearing skills, and (3) visual skills.

The following recommended treatments are arranged to correspond with these grade 4 problem areas. They are class-tested activities that put pupils through the mental and physical motions needed in the spelling process. In other words, the treatments are not designed for specific misspelled words but are intended to strengthen basic skills needed in the five steps to spelling a word.

1. HANDWRITING SKILLS

Analysis Careless or inadequately developed handwriting can produce errors that technically are not misspellings but, rather, are misrepresentations. In the samples below a misformed letter led to a misspelled word.

dried *bacon*
(dried) (bacon)

fan
(fan)

Treatments for Poor Letter and Word Formation

- Materials:** Pupils' papers with misformed letters.
Activity: Emphasize that words have been miswritten rather than misspelled. Pupils practise the correct formation of improperly formed letters.

- Materials:** Pencil, paper.
Activity: Draw a face on the pad side of a pupil's middle finger and call this a troll. Tell the pupil to keep the troll under the bridge (his or her pencil) as he or she writes.
- Materials:** Sandwriting box (made of a .33 m by 0.5 m box, with one inch of sand in it).
Activity: Pupils write letters and words in the sand.
- Materials:** Used handwriting texts.
Activity: Pupils trace exercises on letters they have had difficulty with.
- Materials:** Chalkboard.
Activity: Write words with difficult letters. Pupils repeatedly trace over the words as they say them, paying particular attention to difficult letters.
- Materials:** Stopwatch, duplicated sheets with writing samples.
Activity: Pupils trace over letters, words, and sentences on duplicated sheets, attempting to increase their speed each time. Encourage pupils to write the letters rather than draw them. Time pupils and look for an increase of writing fluency accompanied by the decrease of time needed.
- Materials:** Duplicated sheets with handwriting samples on the right-hand side.
Activity: Pupils copy the samples and attempt to make their own work look like the samples.

2. HEARING SKILLS

Analysis Some pupils misspell words because they have difficulty discriminating between similar, but different, sounds. Evidence of this difficulty occurs when pupils consistently substitute letters that produce nearly the same sound as the correct one, for example, *m* for *n*, *t* for *d*, or *e* for *i*.

Some pupils' inability to remember letter sequences is another weakness in auditory discrimination. For example, these pupils consistently spell the first syllable of a word correctly but spell the second or third syllable wrong.

Hearing and Dialect When children grow up listening to a dialect of English certain standard phonemes may be omitted from their awareness or heard in a form that makes the standard written form hard to recognize. A pronunciation of **getting** may be shortened to "gettin." The phonemes studied in Units 8, 14, 15, 16, and 18 are often given varied punctuations because of different dialects. Other possible variants include: near-rhyming pairs, like **guess** and **best**; sound-class differences, like **sad** and **had** in some dialects.

Letter-Sound Substitution

hand *pin*
(hand) (pen)

Memory for
Sequence of Sounds

vacation
(vacation)

mi-ent
(minute)

Treatments for Sound Formation In those activities where a pupil must produce the sound after a model a "buddy system," whereby another pupil serves as a model by producing the sound correctly, might be helpful. Both pupils will benefit because the sample speaker can profit from the sound-symbol review.

- Materials:** Mirrors.
Activity: Pupils watch your lips, teeth, and jaws while you reproduce the difficult sound, and then they watch themselves producing the sound.
- Materials:** Nonsense words with the sound in either the initial or the final position.
Activity: Use nonsense words with the sound in the initial or the final position because it is easier to hear and reproduce sounds in those positions. Pupils reproduce the word after the model.
- Materials:** Nonsense words paired with real words.
Activity: Pupils pronounce the pairs after the model and indicate the position of the sound on the basis of hearing alone because many words are spelled differently than they sound.
- Materials:** List of real words.
Activity: Pupils first pronounce the words after a model. Supply them with sentences in which they can use them.

Treatments for Whole Word Recognition

- Materials:** List of words, all of which rhyme but one.
Activity: Pupils raise their hands when they hear or see a nonrhyming word.
- Materials:** A word with a difficult sound.
Activity: Pupils think of rhyming words that have the same difficult sound, and then they pronounce them.
- Materials:** Drawing paper.
Activity: Pupils draw pictures of objects that are named by words whose first or last sound is difficult for them.

- Materials:** Toy drum or wood block and pencil.
Activity: Tap rhythmic patterns, increasing their difficulty over time. Pupils attempt to imitate patterns.
- Materials:** Series of numbers.
Activity: Repeat a series of numbers, increasing their length each time. (*Suggestion:* Begin with two numbers.) Pupils repeat the numbers.
- Materials:** Alliterative sentences, such as: "Bobby is a boy. Bobby is a big boy. Bright Bobby is a big boy."
Activity: Pupils repeat one sentence at a time. Keep adding one more alliterative word after each successful try by pupils.
- Materials:** A story.
Activity: Read the story to pupils. Pupils retell the story in their own words. (*Suggestion:* Keep adding details or events to story as pupils progress.)
- Materials:** Nonsense rhymes with the last word missing: "Did you ever see a mouse/living in a (house)? Did you ever see a goat/wearing a blue (coat)?"
Activity: Pupils fill in words to complete sentences.
- Materials:** A familiar poem.
Activity: Recite the poem and then recite it again, leaving out the last words of some lines. Pupils supply the missing words.

3. VISUAL SKILLS

Analysis Correctly visualizing a word is a critical ability in successful spelling. Weaknesses in this area can be identified by reversed or inverted letters or by groups of letters consistently written in an incorrect sequence.

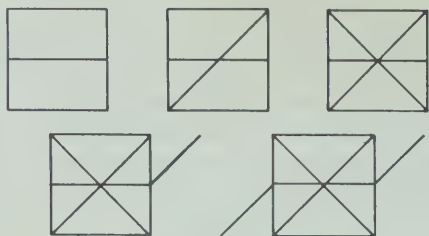
letter reversal	letters transposed
<i>bog</i> (dog)	<i>broek</i> (broke)
	letters added
	<i>furtsher</i> (future)

Treatments for Letter Recognition

- Materials:** Used workbook or duplicated sheets.
Activity: Pupils circle particular blends or digraphs, such as **sh**, **nd**, **ng**.
- Materials:** Two to four designs (page 6T) on a sheet.
Activity: Pupils duplicate the designs on another sheet. Increase the difficulty as pupils progress.

3. *Materials:* A set of cards, each containing one more element in the design than the previous card.

Sample:



Activity: Pupils sort cards so that the simplest design begins the sequence and the most complex design ends the sequence. Add more complex items as pupils progress.

4. *Materials:* Chalkboard, misspelled word.

Activity: Write the first letter of the word on the board and ask the pupils to write the same letter. Then erase the first letter and write the first two letters, asking pupils to write the two letters on the next line of their papers. Continue until pupils have written the entire word. (With older or advanced pupils use syllables instead of letters.)

Treatments for Whole Word Recognition

1. *Materials:* Chalkboard or pieces of paper.

Activity: Write a group of letters (such as **m t a e**). Pupils will then write as many sequences of these letters as will make words (such as **meat, team, mate, tame**).

2. *Materials:* Many cards with words that differ in a way that calls attention to the letter sequence (such as **waits, waist**).

Activity: Pupils match similar spellings and then explain the differences.

3. *Materials:* Large flashcards with single words on them.

Activity: Pupils spell the word after the card is withdrawn.

4. *Materials:* Flashcards with words, as in item 3, above.

Activity: Pupils come to your desk, look at card, return to their own desks, and write the word.

5. *Materials:* Simulated game of Concentration, requiring several pairs of cards that are face down on a table.

Activity: One pupil tries to find a pair that matches. If he or she is successful he or she keeps the cards and tries to find another pair. If he or she cannot another pupil takes a turn.

SECTION THREE WORD LISTS

Grade 4 List Words

Key:

Numbers in parentheses indicate unit.

Heavy type indicates key words.

Asterisks indicate dictionary entries.

about (9)	bay (4)	broom (8)	chair (12)	cookies (23)	didn't (24)
above (16)	became (4)	bull (18)	chased (29)	cookie (8)	die (22)*
afraid (4)	become (16)	bulldog (18)	cheer (12)	cotton (27)	dime (7)*
afternoon (26)	bee (21)	bullet (18)	cheerful (31)	could (18)	dinner (14)*
agree (21)	berries (23)	bullfrog (18)	chimney (21)	cover (16)	dishes (24)*
air (12)	beside (26)	bully (18)	city (20)	crowd (9)	diving (29)
airport (26)*	better (27)	bunnies (23)	classroom (8)	cruel (19)	do (19)*
alley (21)	betting (30)	bunny (23)	clay (4)	daddy (27)	doctor (14)*
alone (6)	birthday (4)	bush (18)*	clear (12)	dairies (23)	dollar (14)
among (16)	bite (7)	busy (20)	climate (28)	daisies (23)	donkey (21)
angrier (23)	biting (29)	butcher (18)	closed (29)	dead (15)	double (16)
another (16)	book (8)	butter (14)	coach (6)	dear (12)*	downstairs (26)
any (20)	booklet (8)	cage (4)	coffee (21)	death (15)	dragged (30)
apply (22)	boom (8)	calendar (14)*	collar (14)*	decide (33)	driver (28)
aren't (24)	boot (8)	captain (27)	conclude (32)	deep (5)	eager (5)
armies (23)	booth (8)	care (12)	conduct (32)	deer (12)*	eagle (5)
ate (3)*	bottom (27)	careful (31)	conform (32)	defend (33)	ear (12)
away (4)	boxes (24)	carload (6)	contain (32)	delight (33)	early (13)
base (4)	branches (24)	carried (23)	content (32)	demand (33)	earn (13)
baseball (26)	bread (15)	cartoon (8)	contest (32)	deny (33)	earnest (13)
bashful (18)	breakfast (15)	case (4)	cookbook (8)	depend (33)	earth (13)
basket (27)	bright (22)	cellar (14)		destroy (9)	Easter (5)

easy (5)	hobbies (23)	meant (15)	pretend (33)	seventy (20)	tonight (22)
eight (3)*	holy (28)	middle (27)	pretty (20)	sharing (28)	took (8)
eighty (20)	honey (21)	moist (9)	prevent (33)	shining (29)	touch (16)
emptied (23)	hood (8)	money (21)	prize (7)	shipping (30)	tough (16)
enjoy (9)	hopeful (31)	monkey (21)	produce (32)	shone (6)	tractor (14)
every (20)	hose (6)	month (16)	promote (32)	should (18)	tray (4)
fair (12)*	hotel (28)	motor (14)*	pronoun (32)	shy (22)	trapped (30)
family (20)	hour (9)	movie (19)	propel (32)	sickness (31)	tribe (7)
fear (12)	hungrier (23)	muddier (23)	protect (32)	sidewalk (26)	tripped (30)
feed (5)	hurried (23)	multiply (22)	provide (32)	sitting (30)	trouble (16)
fellow (6)	I'll (24)	named (29)	pull (18)	sixty (20)	truly (19)
fifty (20)	illness (31)	napping (30)	pulley (21)	size (7)	truth (19)
fire (7)	I'm (24)	narrow (6)	pupil (28)	slapped (30)	tuna (19)
fishhook (8)	include (33)	nature (28)	puppies (23)	sleep (5)	turkey (21)
flashlight (26)	indeed (33)	near (12)	push (18)	sliding (29)	twenty (20)
flight (22)	inside (33)	nearly (31)	put (18)	slowly (31)	twice (7)
float (6)	inspector (14)	new (3)*	quickly (31)	smile (7)	two (19)*
fluid (19)	instead (15)	newspaper (26)*	quite (7)	snapped (30)	until (27)
follow (6)	interest (33)	nice (7)	railroad (26)	snowball (26)	upstairs (26)
fool (8)	invent (33)	ninety (20)	raked (29)	son (3)*	useful (31)
football (26)	invite (33)	noisy (9)	reach (5)	sorry (20)	valley (21)
for (3)*	it's (24)	nothing (16)	read (3)*	soup (19)	volley (21)
forty (20)*	I've (24)	notice (28)	read (15)	southern (16)	waking (29)
four (3)*	joked (29)	number (27)	ready (15)	spaceship (26)	wealth (15)
foxes (24)*	journey (21)	oatmeal (26)	real (5)*	speak (5)	weather (15)
free (21)	joyful (9)	oil (9)	recess (32)	speed (5)	we'll (24)
fright (22)	keep (5)	only (20)	red (3)*	spotted (30)	we're (24)
front (16)	key (21)	other (16)	regular (14)	spy (22)	who (19)
frozen (28)	kidding (30)	our (9)	remain (32)	square (12)	whom (19)
fry (22)	kite (7)	owl (9)	remember (32)	stair (12)*	why (22)
full (18)	kitten (27)	pail (4)*	reply (22)	steer (12)	wide (7)
future (28)	knee (21)	painful (31)	report (32)	stool (8)	window (6)
gladly (31)	knew (3)*	pair (12)*	research (32)	stoop (8)	wise (7)
glasses (24)	knight (22)	parties (23)	return (32)	story (28)	wishes (24)
glow (6)	ladder (27)	patting (30)	rice (7)	subway (26)*	won (16)
goal (6)	laid (4)	pearl (13)	rifle (28)	sugar (18)	wonder (16)
goldfish (26)	lay (4)	pennies (23)	right (3)*	summer (27)	wonderful (16)
goodness (31)	lead (15)	picture (27)	rising (29)	sun (3)*	word (13)
graded (29)	learn (13)	pie (22)	roast (6)	supper (14)	work (13)
grinning (30)	least (5)	pile (7)	robbed (30)	supply (22)	world (13)
ground (9)	lesson (27)	pilot (28)	rough (16)	suppose (27)	worm (13)
group (19)	letter (14)*	pinning (30)	royal (9)	sure (18)	worry (13)
hair (12)*	lie (22)	pirate (28)	rubber (14)	tagged (30)	worse (13)
happen (27)	line (7)	plane (4)*	ruby (19)	tail (4)*	worship (13)
hardly (31)	locate (28)	pleasant (15)	ruin (19)	taken (28)	worst (13)
head (15)	lone (6)*	pleasure (15)	ruler (19)	taking (29)	worth (13)
health (15)	look (8)	plenty (20)	sadness (31)	tapped (30)	worthy (13)
hear (3)*	loud (9)	plural (18)	safely (31)	taxes (24)	would (18)*
heard (13)	lovely (31)	poison (9)	sailor (14)	teaspoon (8)	write (3)*
heat (5)	luckier (23)	polar (28)	same (4)	thankful (31)	writing (29)
heaven (15)	lumber (14)	pole (6)	sandwiches (24)	that's (24)	wrote (6)
heavy (15)	lunches (24)	pony (28)	scare (12)	their (3)*	year (12)
helpful (31)	mail (4)*	popcorn (26)	scored (29)	there (3)*	yellow (6)
here (3)*	main (4)*	popular (14)	scout (9)	thirty (20)	you (19)
hide (7)	many (20)	powder (9)	sea (3)*	thread (15)	youth (19)
hiding (29)	married (23)	power (9)	search (13)	tie (22)	
hike (7)	master (27)	prefer (33)	see (3)*	tight (22)	
hiked (29)	maybe (26)*	prepare (33)	seed (5)	tiny (28)	
	meal (5)	present (33)	seen (5)*	to (19)*	
	mean (5)	preserve (33)	setting (30)	toast (6)	

Irregular Words

Key: Numbers in parentheses indicate unit.

above (9)	became (12)	children (15)	fruit (22)	lion (3)	quarter (5)	strange (19)
address (15)	because (21)	clothes (23)	further (16)	lives (26)	radio (3)	study (24)
afraid (8)	become (12)	copy (31)	ghost (23)	loose (6)	raise (7)	subtract (16)
ahead (9)	begin (12)	course (23)	gives (26)	metal (24)	rather (24)	suit (22)
against (9)	believe (18)	court (23)	glue (20)	mild (14)	receive (18)	surprise (16)
alone (8)	below (12)	daughter (21)	great (28)	model (31)	reindeer (28)	taste (19)
along (9)	beside (12)	disease (7)	habit (33)	modern (31)	river (32)	travel (32)
among (9)	blue (20)	due (20)	haste (19)	mouse (6)	robin (31)	true (20)
amount (8)	both (23)	eight (27)	high (13)	moving (22)	salad (24)	wagon (33)
anybody (30)	break (28)	ever (32)	higher (13)	museum (3)	sandwich (16)	war (5)
anyhow (30)	business (26)	every (29)	highest (13)	never (32)	seven (32)	warm (5)
anyone (30)	busy (26)	everybody (29)	highly (13)	ninth (14)	sleigh (27)	warn (5)
anyway (30)	cabin (33)	everyone (29)	highway (13)	noise (7)	some (4)	waste (19)
anywhere (30)	camel (33)	everything (29)	horse (6)	northern (16)	something (4)	weigh (27)
asleep (8)	canal (33)	everywhere (29)	house (6)	nurse (6)	sometimes (4)	weight (27)
auto (21)	cause (7, 21)	farther (15)	hundred (15)	paste (19)	somewhat (4)	wild (14)
automobile (21)	cheese (7)	field (18)	idea (3)	piece (18)	somewhere (4)	wind (14)
avenue (20)	chief (18)	finish (24)	Indian (3)	promise (31)	steak (28)	women (26)
awoke (8)	child (14)	freight (27)	kitchen (15)	quartz (5)	straight (28)	zoo (22)
beauty (22)						

Spelling- Reading Correlation Chart

Phonic Analysis

Auditory-Visual Discrimination

Consonants		Initial						Final
	/b/	1: 18-19, 68, 76, 77, 78, 84, 100-101, 110-111* 2: 2 1: 32-33, 70, 75, 76, 80, 84	/h/	1: 40-41, 71, 76, 80, 84 1: 50-51, 72, 77, 82, 85	/s/	1: 54-55, 72, 75, 77, 79, 85	/k/	6: 3 1: 108-109
	/k/	1: 34-35, 70, 76, 82, 84 1: 52-53, 72, 75, 77, 78, 85	/j/	1: 34-35, 70, 76, 82, 84 1: 52-53, 72, 75, 77, 78, 85	/t/	1: 20-21, 68, 74, 76, 78, 84, 106-107, 110-111	/g/	1: 108-109
	/d/	1: 22-23, 68, 76, 78, 84, 104-105, 110-111	/m/	1: 26-27, 69, 76, 80, 84, 104-105, 110-111	/v/	1: 46-47, 71, 76, 79, 85	/n/	4: 21 4: 21
	/f/	1: 44-45, 69, 76, 80, 85, 102-103, 110-111	/n/	1: 28-29, 69, 76, 82, 84, 102-103, 110-111	/w/	1: 42-43, 71, 76, 77, 81, 85	/t/	1: 108-109
	/g/	1: 36-37, 70, 76, 77, 81, 84, 100-101, 110-111	/p/	1: 16-17, 68, 74, 76, 77, 78, 84, 106-107, 110-111	/y/	1: 62-63, 73, 77, 82, 85	/ks/	1: 66-67, 73, 85
					/z/	1: 56-57, 72, 75, 77, 79, 85		

*Level 1 notations refer to page numbers. All other notations refer to unit numbers.

*Level 1 notations refer to page numbers. All other notations refer to unit numbers.

Consonant Blends		Initial					Final	
	/bl/bl	3: 4	/fl/fl	2: 13	/sl/sl	2: 13	/mp/mp	2: 14
	/br/br	2: 11	3: 4	3: 4	3: 3	3: 3	/nd/nd	2: 14
	/kl/cl	2: 10	/fr/fr	2: 13	/sp/sp	2: 12	/ngk/nk	2: 15
	3: 3	3: 3	/gl/gl	3: 5	/st/st	2: 12	/nt/nt	2: 15
	/kr/kr	2: 10	/gr/gr	2: 11	/tr/tr	2: 12	/st/st	2: 14
	/dr/dr	2: 11	/pl/pl	2: 10				
	3: 3	3: 3		3: 5				

Consonant Clusters	Initial		Final			
	/ch/ch	2: 19	/sh/sh	2: 19	/m/lm	6: 18, 20
	/k/ch	6: 17, 20	unvoiced	/th/th	/ng/ng	2: 21
		7: 6	voiced	/ɸH/th	/f/ph	6: 16, 20
	/s/ci	5: 32	/hw/wh	2: 20	/s/se	4: 6, 7
	/g/gu	5: 25	/r/wr	6: 18, 20	/sh/sh	2: 21
	/n/kn	6: 18, 20				3: 4
	/f/ph	6: 16	Medial		/s/ss	2: 22
		7: 6	/sh/ci	7: 18		3: 6, 15
	/kw/qu	1: 64-65, 73, 77, 81, 85	/kw/qu	6: 16	/z/se	4: 6, 7
		2: 19		7: 6	/v/ve	5: 33
		3: 5	/sh/ti	7: 18		
Vowels	Short		Long			
	/a/a	1: 24-25, 68, 74, 76, 83, 84, 88-89, 98-99	/i/i	(in first syllable of C-V-C-C word)	/o/o	(at the end of a syllable) 4: 28
		2: 2, 3, 8	/i/o	4: 26	/o/o (o-C-e)	2: 24, 27
		3: 2, 30	/o/o	1: 48-49, 71, 83, 85, 94-95, 98-99		3: 3, 14, 15
		7: 2		2: 5, 8		4: 6, 11
	/a/a (in first syllable of C-V-C-C word)	4: 27		3: 2, 30		7: 3
		5: 16		4: 31		8: 6
	/e/a	2: 27	/o/o	7: 2 (in first syllable of C-V-C-C word)	/old/old	3: 32
		5: 16		4: 27	/ost/ost	4: 23
	/e/e	1: 30-31, 69, 75, 83, 84, 90-91, 98-99		4: 16, 17	/oth/oth	4: 23
		2: 4, 8		5: 18, 21, 28	/u/u (at the end of a syllable)	4: 28
		3: 2, 30		4: 26	/u/u (u-C-e)	2: 24, 28
		7: 2		5: 17		3: 3
	/e/e (in first syllable of C-V-C-C word)	4: 27		1: 58-59, 72, 77, 83, 85, 96-97, 98-99		7: 3
		4: 12		2: 7, 8	/e/y	2: 29
	/i/e	6: 30		3: 2, 30		4: 20, 25, 30
	/ist/est			7: 2	/i/y	2: 29
	/i/i	1: 38-39, 70, 76, 83, 84, 92-93, 98-99	/u/u (in first syllable of C-V-C-C word)	4: 27		4: 22
		2: 2, 6, 8		6: 17		6: 17
		3: 2, 30	/i/y	7: 2, 6		7: 2
		7: 2				

Vowel Digraphs						
/ā/ai	3: 11, 12 4: 4, 11, 28 5: 3 7: 3	/ū/ea /ē/ee	4: 22 2: 28 3: 3, 9, 10 4: 5, 11, 21, 25 7: 3	/ē/ie	4: 18 5: 30 6: 27 7: 3	
/e/ai	5: 16				/ū/ou /ü/ou	4: 18 2: 20 4: 19, 25 2: 21
/ā/aigh	5: 3	/ē/ei	4: 18 5: 4, 30 6: 27 7: 3	/ī/ie	/ō/ough	3: 17 5: 6
/ō/au	4: 21			/ī/igh	/ō/ow	3: 14, 15, 17 4: 6, 11 5: 6
/ō/au ^h	3: 17					
/ō/aw	3: 31	/ā/eigh	4: 27, 28 5: 30 6: 27 7: 3	/ō/oa		7: 3
/ā/ay	3: 11, 12 4: 4 7: 3				/ū/ue /ü/ue	4: 20 5: 33
/e/ay	5: 16	/ā/et	7: 3, 7	/u-oe	/i/ui	5: 17
/ā/ea	4: 28 7: 3	/ū/ew	7: 3	/ü/oe	/ü/ui	4: 22
/e/ea	3: 15 4: 15, 17 5: 16, 24	/ū/ew	3: 19	/ü/oo	/i/uy	5: 5
		/ā/ey	2: 19	/ü/oo		
			5: 3			
/ē/ea	3: 9, 10 4: 5, 11 7: 3	/ē/ey	4: 21, 25 7: 3 2: 31	/ō/ou /u/ou		
		/e/ie				
Vowel Diphthongs						
/oi/oi	3: 16 4: 9	/oi/oy	3: 16 4: 9	/ou/ou ^h	/ou/ow	3: 17 4: 9
Other Vowels						
/ōl/all ^h /ō/o	3: 31 3: 31	/ū/o	4: 19, 22, 25	/ū/u	/ü/u	4: 19, 25
R-Controlled Vowels						
/ār/air /ār/ar	4: 12, 17 3: 7 7: 24	/ir/ear /ir/ear	3: 14 4: 13 4: 12, 17 4: 12, 17	/ēr/ere ^h /ār/ere ^h /ir/ier ^h /ēr/ir ^h	/er/or ^h /ēr/or ^h /ōr/or ^h	2: 12 4: 13 3: 14 3: 7 7: 24
/ōr/ar	4: 5	/ār/eir	6: 18			8: 2
/ār/are	4: 12, 17		2: 19	/ōr/oor	/er/ur	3: 8
/ār/ear	2: 31	/ēr/er	3: 8	/ōr/our ^h		7: 24
/ēr/ear	2: 12		7: 24 8: 2			8: 2

Schwa

/ə/ as an unaccented vowel symbol	7: 4	/ənt/ant	6: 4 8: 8	/əns/ence	6: 3, 12 8: 8	/ishən/ition	6: 5 8: 8
Association of schwa sound with a given group of words	7: 5	/ər/ar	4: 14, 17 5: 13, 15, 32	/ənt/ent	6: 3, 12 8: 8	/əl/le	5: 12, 15 6: 10, 12
/ə/a	3: 28 4: 8, 9, 15, 24, 33 5: 9, 15 7: 4	/əshan/ation	6: 5 8: 8 6: 31	/ər/er	4: 14, 17 5: 13, 15, 32 6: 11, 12, 17 4: 33 7: 4	/ə/o	4: 33 7: 4
		/shəl/cial /shan/cian /ə/e	8: 8 4: 15, 33 7: 4	/ə/i	/əm/om /ən/on /ər/or	6: 8, 9 5: 10, 15 4: 14, 17 5: 13, 15, 32 6: 11, 12, 17 6: 26	
/əl/al	6: 7, 9, 12	/əl/el	5: 12, 15 6: 9, 12	/əl/il	6: 10, 12	/ət/ot	6: 11, 12, 17
/əm/am	6: 9	/əm/em	6: 9	/əl/ile	6: 6	/shan/sion, tion	8: 8
/əns/ance	6: 4 8: 8	/ən/en	5: 10, 15 6: 10	/ən/in /ən/ion	6: 10 6: 5	/ə/u	7: 4

Syllabication

Dividing words between the consonant and the second vowel letter when the first vowel sound is short	6: 14, 20 7: 20	separate the vowel sounds	6: 14, 20 7: 20	Noting syllables in compound words	3: 22 3: 22, 25	Seeing syllabication in words in which the two vowels together split to form separate syllables	5: 33
Dividing words between the first vowel letter and the consonant when the first vowel sound is long	6: 14, 20 7: 20	Hearing a schwa sound for the vowel letter when the syllable is unaccented	8: 6	Putting syllables together to form words	4: 9, 20	Seeing that /ə/a indicates an unaccented syllable	3: 28 4: 8, 9, 15, 24, 33 5: 9, 15
Dividing words between two consonants when the consonants	6: 14, 20 7: 20	Marking accented syllables	5: 14 6: 13 8: 11	Seeing how suffixes add syllables to words	5: 5		
		Noting primary accents	5: 14 6: 13 8: 11	Seeing how words are divided into syllables in a dictionary	3: 13 4: 10 5: 14 6: 13 7: 20 8: 11	Seeing that vowel sound is a clue to syllabication	4: 10 5: 14 6: 13, 15, 20 7: 20 8: 11
		Noting secondary accents	6: 13 8: 11				

Visual Discrimination

Seeing antonyms	5: 20 6: 31	Seeing root words	3: 26, 29 4: 23, 29, 30 5: 31	Seeing singular and plural forms	5: 20 6: 32 7: 29 8: 16, 25
Seeing homographs	5: 18				
Seeing prefixes	7: 14 8: 12				

Seeing words that are list words	4: 13	2: 7, 12, 14, 20, 28	7: 16, 25	Seeing words that have blends
	5: 4, 7, 21, 23, 26, 33	3: 7, 16, 18, 23	8: 24	2: 11, 13, 15
	6: 5, 7, 17, 33	4: 5, 8, 9, 12, 15, 16,		Separating words from groups of
Seeing words that are spelled alike		19, 21, 24, 26,		letters
1: 89, 91, 93, 95, 97,		31 32		6: 3, 9, 10, 11, 16, 18
101, 103, 105,		5: 5, 16, 21, 25,		7: 12, 15, 23
107, 109, 111		27, 30, 31		Separating words in sentences
		6: 3, 15, 18, 19,		5: 8, 15, 22, 29, 34
		24, 26		6: 3, 4, 8, 10

Structural Analysis

Changing y to i in C-y words before adding endings	4: 23, 28	Not doubling final consonants in V-V-C words before adding endings beginning with vowels	4: 22, 25
	5: 28, 31	5: 26, 27	5: 31
	6: 21	4: 29, 30, 34	6: 26
Compound words	7: 10	5: 27, 29	7: 26
	2: 31	6: 22	8: 19
	3: 22	7: 9	
	4: 25, 34	8: 3	Seeing that some words stand for both singular and plural forms
	5: 16, 17		6: 26
	6: 33	er and or as markers of agent	6: 29
	7: 27	4: 13	Possessives
	8: 17, 18	5: 13	Prefixes
Contractions	3: 24	6: 11, 24, 25	anti 7: 15
	4: 24	Internal drop in words with addition of suffix	com 5: 3
	5: 21, 22	7: 16	7: 14
	6: 29	8: 8	con 4: 32
Doubling final consonant in C-V-C words before adding endings	3: 22, 28, 29	Not changing y to i in V-y words before adding endings	7: 14
	4: 30, 34	7: 10	de 4: 33
	5: 24	8: 4	7: 14
	6: 23	Not doubling final consonants in one-syllable V-C-C words before adding endings beginning with vowels	dis 5: 3
	7: 11	5: 25, 29	6: 25
	8: 5	8: 5	en 5: 4
			ex 5: 4
			im 5: 3

in	4: 33 6: 25 7: 14		6: 3, 5, 6, 9, 11, 16, 18, 27 7: 10, 13 8: 2, 8, 12	il ion	6: 10 5: 6, 8 6: 5, 24	sphere 7: 23 ty 6: 8 ure 6: 7 ward 6: 19, 20
inter	7: 15			ious	6: 32	Word endings
pre	4: 33			ist	6: 24	s 2: 19, 27 3: 16
pro	7: 14			ition	6: 5	
	4: 32		5: 7, 8	ity	6: 8	
re	7: 14		7: 9	ive	6: 7	ed 3: 19, 26 4: 23, 29, 30
	4: 32		8: 3	ize	7: 12	5: 25, 26
	6: 25		5: 7, 8	le	6: 10	6: 24
sub	7: 14		6: 9	less	5: 5, 8	
	7: 15		7: 9	logy	7: 23	ing 3: 26 4: 29, 30
trans	7: 15		7: 13	ment	5: 5, 8	5: 25, 26
un	5: 4		6: 5, 24		7: 9	6: 24
	6: 25		6: 9	meter	7: 23	8: 3
Root words	3: 16, 26, 27, 28, 29 4: 23, 29, 30, 31 5: 3, 4, 5, 6, 24, 26, 27		6: 10	ness	4: 31, 34	n 3: 15 4: 31, 34
			4: 31, 34	ous	5: 6, 8	ly 6: 6
			7: 13		7: 9	er 6: 24
			6: 7	scope	7: 23	
			7: 12	ship	7: 12	
			7: 12			

Language Development

Coining new words from known word parts	7: 6, 13, 15, 21, 24		79, 80, 81, 82, 83, 87, 88, 89, 90, 93, 94, 99, 100, 102, 104, 106, 109, 110, 111	Making words out of the letters in a longer word 6: 4, 8, 14, 15, 21, 27	Recognizing subtle differences in word choice 8: 29
Discussing homonyms in poetry context	7: 3			Misspelling words due to pronunciation 8: 7	Rewriting 8: 28 advertising 7: 29 newspaper articles 8: 27
Discussing the schwa in story context	7: 5			Noting differences in regional pronunciation 7: 7	telegrams 5: 21
Identifying picture names or concepts	1: 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 69, 70, 71, 72, 73, 74, 75, 78,		2: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 23, 24, 29, 30 4: 26 5: 12	Playing charades 4: 14, 19 Recognizing general and specific terms 7: 29 8: 27, 28, 29	Seeing how prefixes alter the meaning of words 5: 3, 4 7: 15 8: 12
				Recognizing new words that contain a familiar root or suffix 7: 13	Seeing how suffixes alter the meaning of words 7: 12, 13 8: 13, 19
				Recognizing number words 4: 20	

Seeing shades of meaning among groups of words 8: 15, 27, 28	4: 23, 29, 30, 31, 32	7: 2, 3, 14, 15, 16, 29 8: 16, 30	phrases 6: 6, 8, 32 7: 26
Seeing that prefixes are clues to the meaning of words 7: 15	5: 4, 5, 6, 18, 26, 28, 29, 30, 31	Understanding the difference in pronunciation between minimal pairs 7: 3	Writing advertisements 5: 30 6: 16
Seeing the meaning of words in context 2: 3, 4, 5, 6, 7, 9, 12, 13, 20, 22, 24, 27, 28, 31	6: 3, 4, 5, 7, 9, 12, 15, 18, 21, 22, 23, 25, 27, 28, 29, 30, 33, 34	Understanding the different forms that language can take jargon 7: 23 puns 6: 22 7: 4 riddles 2: 2 3: 7, 12, 24, 25 4: 4, 6, 8, 11, 14, 19, 22 5: 7, 11, 26, 32 6: 22, 25, 33	definitions 7: 6, 13, 15, 23, 24 definitions of slang words 7: 9 descriptions of pictures 8: 29 essays 8: 29 limericks 7: 7 paragraphs 6: 14 7: 13 8: 3, 7, 13, 16, 23, 24, 26
3: 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 25, 26, 27, 30, 31, 32, 34	7: 2, 8, 9, 10, 11, 12, 13, 16, 17, 22, 26, 2, 3, 4, 5, 8, 12, 19, 21, 26	slang 7: 9 8: 8	poems 3: 15 6: 11 7: 18 7: 5 4: 25
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Sound Production Chart

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/a/	cat after	The sound is voiced, produced with lips unrounded, tongue partially elevated, and jaw dropped.	The beginning short a sound may be confused with the name of the letter.
/ā/	base mail say	The sound is voiced, produced with lips unrounded and tongue slightly raised and in mid-position.	
/ā/	care stair	Same as /ā/, with tongue farther back.	
/ä/	car father	The sound is voiced, produced with tongue dropped and forward (often touching lower gum ridge) and jaw dropped.	
/e/	bet said	The sound is voiced, produced with lips unrounded and tongue slightly elevated in the middle of the mouth.	The beginning short e sound is often confused with the name of the letter.
/ē/	seed mean	The sound is voiced, produced with lips widened and the back of the tongue backed and high.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ɛr/	work earn	The sound is voiced, produced with lips slightly rounded and tongue relaxed.	
/əɪ/	weather actor	Same as /ɛr/, but occurs in unstressed syllables.	
/i/	six	The sound is voiced, produced with lips unrounded and tongue partly elevated.	The beginning short i sound may be confused with the name of the letter.
/ī/	wise fry	The sound is voiced, produced with lips unrounded, tongue low, and jaw slightly dropped.	
/o/	spot	The sound is voiced, produced with lips unrounded, tongue low, and jaw dropped.	The beginning short o sound may be confused with the name of the letter.
/ō/	pole goal	The sound is voiced, produced with lips rounded and tongue slightly raised in the middle.	
/ô/	all dog	Same as /ô/, with less rounding of lips and with tongue relaxed.	
/oi/	moist enjoy	The sound is voiced, produced with lips rounded and tongue back and slightly lowered.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ou/	loud crowd	The sound is voiced, produced with lips parted and tongue in the middle and slightly raised.	
/u/	sun cover	The sound is voiced, produced with lips rounded and the back of the tongue elevated.	The beginning short u sound may be confused with the name of the letter.
/ū/	future	The sound is voiced, produced with lips rounded and tongue back, raised, and touching palate.	
/ü/	hood full	The sound is voiced, produced with lips rounded and tongue low and relaxed.	
/ü/	broom soup	Same as /ū/, except tongue does not touch palate.	
/ə/	among seven	The sound is voiced, produced with lips parted, tongue low and relaxed, and jaw slightly dropped.	
/b/	bake robbed	The sound is voiced, produced with both lips and without an audible explosion of air.	The b and p sounds may be confused with each other. Words with the blends br and bl may be confused with the isolated b sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ch/	chew lunch	The sound is voiceless, produced by combining /t/ and /ʃ/.	
/d/	deep pudding	The sound is voiced, produced with tongue contacting upper gum ridge. It is made with a relatively weak explosion of air.	The d and t sounds may be confused with each other. Words with the blend dr may be confused with the isolated d sound.
/f/	fox stiff	The sound is voiceless, produced with the contact of the lower lip with the upper teeth. The air makes an audible sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other. Words with the blends fl and fr may be confused with the isolated f sound.
/g/	goal dragged	The sound is voiced, produced with the back of the tongue elevated to touch the soft palate. The sound releases a sharp explosion of air.	The letter g has two sounds: /g/ and /j/, sometimes called the hard and soft sounds respectively.
/h/	hole	The sound is voiceless, produced with no apparent tongue position. The air is simply emitted.	
/hw/	when	The sound is voiceless. It is a w which is started with a puff of air.	
/j/	just cage	The sound is voiced, produced with tongue contacting the upper gum ridge as in the d sound.	Some pupils may substitute the d sound for the j sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/k/	kite case	The sound is voiceless, produced with tongue elevated to touch the soft palate. The sound is made with a sharp explosion of air.	The k sound may be confused with the g sound, as in <i>get</i> .
/l/	learn doll	The sound is voiced, produced with the tip of the tongue touching the upper gum ridge while the sides of the tongue are lowered to allow air to escape.	Some pupils may substitute the y sound for the l sound. This problem usually relates to a developmental stage.
/m/	milk summer	The sound is voiced, produced with both lips. Because air escapes through the nose while the lips are closed, it is a nasal sound.	Because n and m have similar configurations, their sounds also may be confused with each other.
/n/	nice dinner	The sound is voiced, produced with tongue touching upper gum ridge.	Because m and n have similar configurations, their sounds also may be confused with each other.
/ng/	among uncle	The sound is voiced, produced with the back of the tongue touching the back of the palate. It is a nasal sound that results from the escape of air from the nose while the tongue closes the oral cavity. Lips are slightly open.	
/p/	pan stopping	The sound is voiceless, produced with both lips and a sharp explosion of air.	The p and b sounds may be confused.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/r/	read	The sound is voiced, produced with the tip of the tongue directed upward toward the centre of the hard palate.	Some pupils may substitute the w sound for the r sound. This problem is usually related to a developmental stage.
/s/	sail nice	The sound is voiceless, produced with tongue held behind gum ridge. There is a sharp hissing sound and an audible sound of friction.	The s sound may be pronounced /th/ by pupils who lisp. This problem usually relates to a developmental stage. Words with the blends sp, st, and sl may be confused with the isolated s sound.
/sh/	show nation	The sound is voiceless, produced with lips slightly rounded and the sides of the tongue slightly raised.	
/t/	top setting	The sound is voiceless, produced with tongue contacting upper gum ridge. It is made with a sharp explosion of air.	The t and d sounds may be confused with each other. Words with the blend tr may be confused with the isolated t sound.
/th/	think	The sound is voiceless, produced with the tip of the tongue touching the upper teeth.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ʦH/	there smooth	Same as /th/, except the sound is voiced.	
/v/	valley of	The sound is voiced, produced with the contact of lower lip with upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other.
/w/	wise	The sound is voiced, produced with both lips. The tongue glides rapidly from low in the mouth to the position for production of whatever vowel follows the w.	
/y/	yes	The sound is voiced, produced with tongue moving rapidly from the position of the long i sound, as in my, to the following vowel.	The sound of the letter y is sometimes confused with the name of the letter u.
/z/	zoo rose	The sound is voiced, produced with tongue held behind gum ridge.	
/zh/	measure	Same as /sh/, except the sound is voiced.	

SPELL/WRITE

EDU-MEDIA

Kitchener, Canada

in association with

EDUCATIONAL DEVELOPMENT CORPORATION

Series Editor: Barbara Sack

Everett V. O'Rourke

Garth L. McAuliffe

Design and illustration by Sue Wilkinson and
International Design Organization

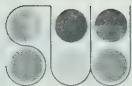
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ISBN 0-88979-010-8 Manufactured in Canada

2 3 4 5 6 7 8 9 BS 8 7 6 5 4 3 2 1 0 9



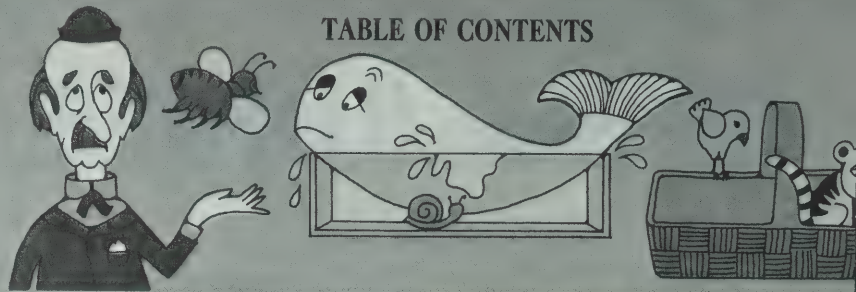
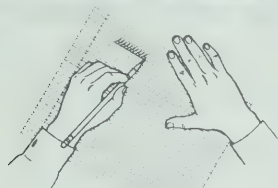


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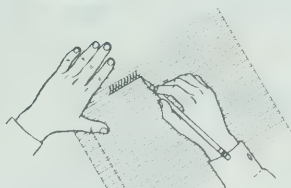
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WRITING AT A DESK

Your Writing Posture



Left-handed writers



Right-handed writers

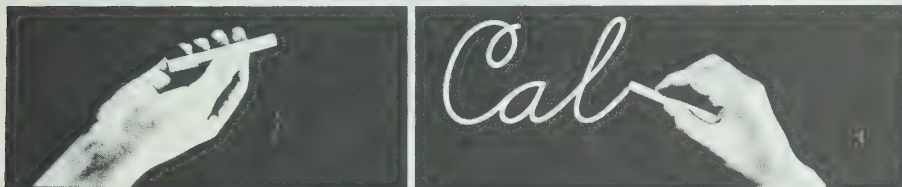


Left-handed writers



Right-handed writers

WRITING AT THE CHALKBOARD



Emphasis—Writing at a desk, writing at a chalkboard, cursive and manuscript writing, handwriting demons, connectives.

A

The activities for this unit are planned for five class periods.

/ WRITING AT A DESK

Point to the picture as you explain that pupils should:

1. Sit comfortably with their shoulders slightly forward ✓
2. Push their hips back in their chairs
3. Face their desks squarely
4. Keep their feet flat on the floor ✓
5. Keep both forearms on their desks ✓

6. Keep their papers directly in front of them and slant them so that they are parallel to the forearm of the writing hand ✓
7. Use their opposite hands to push the papers up as they write

Supply pupils with practice paper that has dashed lines one-third of a space from each base line. If this kind of paper is not available ordinary 1 cm ruled paper will do.

The most desirable pencil for pupils to use is one with a soft lead, such as a #2.

Use the pictures on page 3 to aid in explaining that the practice paper should always be placed on a slant and that the pencil should be held between the thumb and the first two fingers of the writing hand.

Review the correct procedure for writing at a desk. Have pupils show

you the correct writing posture, the correct position for the practice paper, and the proper method for holding a pencil.

Left-Handed Pupils. Most psychologists today believe that children who are definitely left-handed should be permitted to write with their left hands and not be forced to write with their right hands.

See that left-handed pupils:

1. Hold their pencils an inch to an inch and a half from the point.
2. Keep their writing hands well below the writing line.
3. Slant their papers to the right.
4. Hold their pencils loosely.
5. Are seated so that light comes over their right shoulders.
6. Place their papers farther to the right on their desks, so that their writing arms can rest on their desks.
7. Have plenty of practice at the chalkboard, which will encourage writing with full arm movement. This will also help pupils to keep their hands below the writing line and avoid the "hooked" position that is common to the left-handed writer who tries to keep from smudging his or her paper.
8. Place their left forearms so they cross the bottom edge of the writing paper and form a right angle with it, as shown in the picture.

B

WRITING AT THE CHALKBOARD

Demonstrate the correct procedure for writing at the chalkboard:

1. Pupils should stand erect, shoulders square, facing the board.
2. They should stand almost an arm's length from the board.
3. The elbows of their writing arms should be kept close to the line of the body.
4. They should hold their chalk 2 cm from the writing end.
5. Their chalk should be held lightly between the thumb and first two fingers. (See the picture.)



CURSIVE ALPHABET

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

MANUSCRIPT ALPHABET

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

C

CURSIVE AND MANUSCRIPT WRITING

Guide pupils in reviewing the cursive alphabet. Tell them that they should turn to page 4 when they need to check the formation of a letter.

Remind pupils that cursive means "flowing." Point out that most cursive letters are made without lifting the pencil from the paper and that most cursive words are made by joining the letters in one continuous writing motion. Stress that cursive letters are always written on a slant.

In the Write and Review activities in the following units a number count is given for each letter. Saying the number count as each letter is practised will help pupils write rhythmically.

Explain to pupils that while they are improving their cursive writing they should not forget that manuscript writing is also an important skill. Point out that manuscript writing is often required in filling out important papers. Mention that manuscript writing is also appropriate for signs and posters.

Give each pupil a sheet of practice paper and a pencil. Have pupils use cursive writing to write their names, addresses, and the date at the tops of their papers. Then have pupils use manuscript writing in wording the information they might give on a poster advertising a school play.

D

HANDWRITING DEMONS

Ask pupils if they can remember what a demon is. Point out that "demon" is another word for devil and that a devil is usually a troublemaker. Remind pupils that there are eleven letters that are considered handwriting demons.

Guide pupils in reading the list of handwriting demons on page 5. Point out that these letters can resemble other letters when they are incorrectly formed and that many handwriting mistakes are due to the incorrect formation of these eleven letters.

HANDWRITING DEMONS

Handwriting Demons	Wrong	Right
a like o, u, ci	<i>a u a</i>	<i>a</i>
b like li	<i>b</i>	<i>b</i>
d like el	<i>d</i>	<i>d</i>
e closed	<i>e</i>	<i>e</i>
h like li	<i>h</i>	<i>h</i>
i like e without a dot	<i>i</i>	<i>i</i>
m like w	<i>m</i>	<i>m</i>
n like u	<i>n</i>	<i>n</i>
o like a	<i>o</i>	<i>o</i>
r like i; r like half n	<i>r</i>	<i>r</i>
t like l; t with crossbar above	<i>t</i>	<i>t</i>

CONNECTIVES

Undercurve ✓	Overcurve ✓
<i>sir</i>	<i>into</i>
Long undercurve ✓	Long overcurve ✓
<i>yes</i>	<i>you</i>
Horizontal ✓	Bridge ✓
<i>birthday</i>	<i>onion</i>

5

Compare the wrong and right formations of each letter. Then have pupils practise each demon as you say its descriptive count.

- a—1. Around to the left. 2. Slant down and curve up (at the base line).
- b—1. Curve up, loop down in a slant, curve up and in (from the base line). 2. Back down a little and swing out.
- d—1. Around and up. 2. Back down in a slant (retracing the up-stroke) and curve up (at the base line).
- e—1. Curve up, loop down, and curve up (at the base line).

- h—1. Curve up and loop down in a straight slant to the base line. 2. Curve up in a round hill, down in a slant, and curve up (at the base line).
- i—1. Curve up. 2. Back down in a slant and curve up (at the base line). Dot the letter.
- m—1. Up in a round hill and slant down to the base line. 2. Up in a round hill and down. 3. Up in a round hill and down; curve up (at the base line).
- n—1. Up in a round hill and slant down at the base line. 2. Up in a round hill and down; curve up (at the base line).

E

HANDWRITING DEMONS AND CONNECTIVES

Review with pupils the formation of the handwriting demons, o, r, and t. Compare the wrong and right formation of each letter. Have pupils practise each letter as you say its descriptive count.

- o—1. Around to the left. 2. Small loop and swing up.
- r—1. Curve up. 2. Back again (for a short distance to form a point a little taller than small i) and then slant to the right. 3. Slant down and curve up (at the base line).
- t—1. Curve up. 2. Back down again (retracing the up-stroke) in a straight slant and curve up (at the base line). Cross the letter.

Remind pupils that in cursive writing, connectives are made by joining or connecting letters to form words.

Review the formation of each basic connective. Have pupils write the word that illustrates each connective.

2

SIX BASIC HANDWRITING SKILLS

There are Six Basic Handwriting Skills. Always be sure that you use these skills when you write.

1. Size
2. Slant
3. Shape
4. Spacing
5. Sitting on the base line
6. Style



CHECKING FOR LETTER SIZE

Use a ruler to draw a line to check the size of your letters. Capital letters are almost a full space high. They should all be the same height.

A B C D E California

These five tall letters are as tall as capital letters.

b f h k l before

These three letters are two-thirds of a space high.

d p t department

All other small letters are one-third of a space high.

a c e i m n o r s u v w x aim

The tails on these small letters extend almost one-half of a space below the base line.

g j p q r z jumping

Emphasis—The Six Basic Handwriting Skills, checking for use of these skills, the Handwriting Progress Chart, writing numerals 1 through 10.

A

THE SIX BASIC HANDWRITING SKILLS

Review with pupils the importance of the Six Basic Handwriting Skills in making their writing accurate and easy to read. Review the name of each skill in the list.

Checking for Letter Size. An outline for checking for letter size is on the lower half of page 6. Show pupils how they can check the size of their letters by drawing horizontal lines touching the tops of letters.

Have each pupil write his or her name and check the size of each letter. Remind pupils that they should always check for letter size and compare their writing with model letters whenever possible.

CHECKING FOR SLANT

Draw a dashed, slanted line when you want to check your letters for slant. All your letters should slant to the right.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Copy this sentence. Check the slant of the letters.

I am in school.

CHECKING FOR LETTER SHAPE

Compare your capital letters with their models.
They should be the same in both size and shape.

A B K J R L

Most small letters have ovals, points, hills, or loops.
Always be sure your small letters have the correct shape.

a d i u m n l h g q p

Copy this sentence. Then check the shape of each letter.

School began in September.

B

Checking for Slant. Review with pupils the major differences between manuscript and cursive writing. Remind them that cursive letters are always written on a slant.

On the chalkboard illustrate how letters can be checked for slant by drawing dashed, slanted lines through the down-strokes of the letters. Then have pupils copy this sentence: **I am in school.** Have them check the slant of the letters.

Checking for Letter Shape. Pupils should always check their letters to be sure they are the correct shape. Tell pupils to check their letters against model letters whenever they are given. Then have pupils copy the sentence at the bottom of the page and check the shape of each letter.

CHECKING FOR SPACING



Always keep a space the width of small o between each word in a sentence.
Also check the width of each connective.

*Halloween is fun. It is in
the month of October.*

Copy the sentence. Check the spacing of your words and the width of the connectives.

October follows September.

CHECKING FOR ALIGNMENT

Be sure that all letters rest on the base line.

A C G M a b d

Capitals L and Q are the only letters whose end strokes dip below the base line.

L Lincoln 2 Quebec

Some letters have lower loops that extend below the base line.

f y f g j p y

Copy the sentence. Is every letter resting on the base line?

How old are you?

C

Checking for Spacing. The fourth Basic Handwriting Skill is spacing. Remind pupils to leave a small space between the letters in a word and also to leave a space the width of a small o between the words in a sentence. See that pupils study the example at the top of page 8. Ask them to check the width of each connective.

Have pupils copy this sentence: **Oc-
tober follows September.** Then have them check the spacing between the letters and the words.

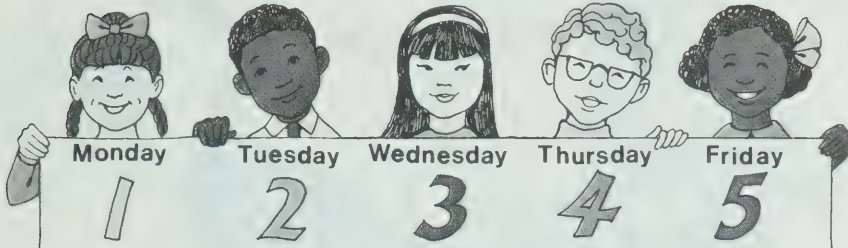
Checking for Alignment. Remind pupils that every letter must rest on the base line even though the final strokes of some letters extend below the base line. Have pupils copy the sentence at the bottom of the page and then check to be sure the letters in each word rest on the base line.

CHECKING FOR STYLE

Always check to be sure your writing is accurate and neat.

Check your writing style by copying the sentence below.

*Our school week begins on
Monday and ends on Friday.*



NUMERALS

Study the formation of each numeral carefully. Then practise writing each numeral.

1 2 3 4 5
6 7 8 9 10

Copy and complete the sentence below.

*I am — years old. My
birthday is on — —.*

9

D

Checking for Style. Discuss the importance of neat handwriting. Explain to pupils that if they are careful and neat when writing, there will be less chance of smudging and less need to erase. Tell them to indent the first line in a paragraph and to keep the other lines in the paragraph close to the margin line.

Have pupils check their writing style by copying the sentence at the top of the page.

Handwriting Progress Chart

Guide pupils in making a chart like the one on the inside back cover of this book. (You may wish to prepare a copy for each pupil.) Explain that once a month they will use it to evaluate their handwriting.

E

NUMERALS

Have pupils practise writing each numeral. Point out that numerals 5, 6, and 7 can be easily misread and should be carefully formed. Have each pupil complete the sentences at the bottom of the page with his or her age and the month and day of his or her birth. As additional practice, you might also wish to place a few number problems on the chalkboard and have pupils copy and complete each problem.

Answers:

sea
sun
red
four
eight
right

3

BIG PICTURE

for

red

write

there

ate

for

here

new

see

sun

four

read

right

their

eight

four

hear

knew

sea

son



Which list words can you find in this picture?
Write the words you find on your paper.

10

Emphasis—Homonyms.

Additional Resources—Use Enrichment Activity 1: To Be or Not To Be?

A

Point out the word groupings, each headed by a key word. Pupils should see that these are list words and that most units will begin with them.

Big Picture. This activity calls attention to list words that pupils can find in the picture.

Have pupils discuss what is happening in the picture. To elicit answers that name list words ask questions like: "Where is the ship? What colour is the flag? What number is on the flag? What does the sign on the buoy say?"

After discussing the picture have pupils read the question under the

picture and write all list words they can identify in the picture. Then have pupils pronounce the words. Tell them to listen to the sound of each word carefully. Then have them find another list word that has the same sound as each word they wrote. Emphasize that one sound may have more than one spelling.

Supplementary Activities

Individual Stories. Have pupils use the picture to make up settings for a story. They will need to identify a

person, name the place, and pick out a thing. Ask: "Whom does the Viking ship belong to? Where is it going? For what purpose is it going?"

Help pupils develop a short plot and then have them write stories, using as many list words as possible.

Group Stories. Some pupils may prefer to work in a group to write a story or a play about the picture. If so, help the group decide on a setting and discuss the plot. Select one pupil to write the story or play on chart paper. Have pupils read the story or perform the play for the class.

ONE SOUND—TWO SPELLINGS

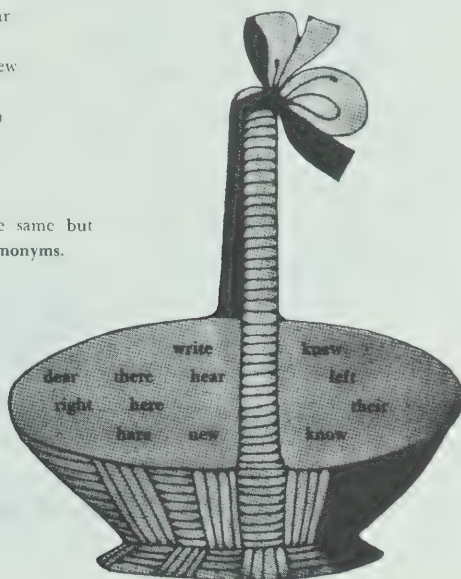
Write a list word that sounds the same but is spelled differently from each word below.

- | | | |
|----------|------------|---------|
| 1. four | <u>for</u> | 5. hear |
| 2. red | | 6. knew |
| 3. there | | 7. sun |
| 4. eight | | 8. sea |

When two words are pronounced the same but spelled differently, they are called **homonyms**.

HOMONYM BASKET

Pronounce each of the words in the basket. Write the pairs of words that sound alike but mean different things.



for
four

Words that sound alike but are spelled differently and mean different things are called **homonyms**.

Answers:

2. read
3. their
4. ate
5. here
6. new
7. son
8. see

knew, new
hear, here
right, write
there, their

Have pupils read the directions and write the homonyms. Note other homonyms not in the basket: **rite**, **they're**, **hair**, **deer**, **no**.

Formula. A formula summarizes sound-spelling relationships in list words. Examples for formulas are the key words heading word list groupings. Instead of memorizing formulas pupils should understand them and use them as guides for understanding words they know and for learning new words.

Have pupils read the formula at the bottom of the page. Write **for** and **four** on the board and have pupils tell how the formula applies to the words. Then have them give examples of other homonyms.

Supplementary Activity

More Homonyms. Write the following sentences on the board and have pupils copy them, using the correct homonyms. (Answers are in heavy type.)

1. I will (**write**, right) to John.
2. I want to stay (hear, **here**).
3. I once (**knew**, new) her name.
4. The ship was tossed back and forth in the (see, **sea**).
5. The (son, **sun**) was very bright.
6. Rick answered (ate, **eight**) questions.
7. The sailboat was bright (**red**, read).

B

One Sound—Two Spellings. This exercise demonstrates that the same sound may have more than one spelling.

Read aloud the following sentences: "I will get the mail **for** you. My car holds **four** people." Ask: "What words sound the same in each sentence?" Have the pupils identify **for** and **four**. Write the sentences on the board and underline **for** and **four**. Have pupils tell how the words differ in spelling and meaning.

Tell pupils that when words sound alike but mean two different things, they are called **homonyms**. Sometimes, but not always, homonyms are spelled differently. Write the word on the board and have pupils pronounce it. Then have pupils read the directions and complete the exercise.

Homonym Basket. Have pupils look at the picture and tell what kind of words are in the basket. (homonyms) Ask: "How are homonyms alike?" (They have the same sound.) "How are they different?" (They have different spellings and meanings.)

Answers :

four, eight
ate, for

1. i
2. i
3. i
4. I, i
5. u

C

WRITE AND REVIEW

Explain to pupils that the third page of every unit begins with a review of spelling and handwriting.

Point out that small letters **a**, **o**, **c**, and **d** begin with an oval stroke and that **a**, **o**, and **d** are handwriting demons. Instruct pupils to practise each letter carefully and say its number count as an aid for developing rhythm and fluency.

a—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).

o—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

c—Number Count: 1-2

—Descriptive Count: 1. Start with a line. (You may refer to this as a tiny figure 1.) 2. Around to the left.

d—Number Count: 1-2

—Descriptive Count: 1. Around and up. 2. Back down (retracing the up-stroke) in a straight slant and curve up (at the base line).

For the second exercise have pupils write the four list words. Ask pupils what the two pairs of words are called. (homonyms)

Before they complete the final exercise remind pupils to write the letters in each word carefully and then compare their writing with the models on page 12.

Misfits. Most of the words in Misfits have letter combinations that are unexpected when matched with the sounds they represent. (See page 2T.)

In this unit the focus is on sounds spelled with **i** and **u**. Read the definition in item 1 and encourage pupils to guess the answer. Ask how they would spell the word. Pupils might

WRITE AND REVIEW

Practise each letter.

*a*¹⁻²

*o*¹⁻²

*c*¹⁻²

*d*¹⁻²

Write each word. Then check the shape of the letters in each word.

four

for

eight

ate

Write the above homonyms in the sentences below.

We caught ____ of the ____ fish.

We ____ them ____ dinner.



Name the letter missing from the words below.

1. ____dea

a thought

4. ____nd____an

first Canadian

2. l____on

wild animal

5. muse____m

building having exhibits

3. rad____o

not television

12

spell the **i** sounds in the first four words with an **i** or **y**. Note that the /i/ sound in **museum** is spelled with a **u**.

Point out how the other vowel sounds are spelled. In evaluating, start with difficult letters. If necessary, review the spelling of the whole word.

Supplementary Activity

Practice. Pupils are to complete the following sentences with the appropriate misfits. Read the sentences aloud, leaving out the words in parentheses, and have pupils write their answers.

1. I went to the children's (museum).
2. I saw a stuffed (lion).
3. I saw an (Indian) chief.
4. The (radio) aerial broke.
5. What's your (idea) for fixing.

D

Unit Quiz

Use the following sentences to supply the contexts for the Unit 3 Quiz.

1. I bought that **for** Joseph.
2. The cat had **four** kittens.
3. Did you **see** the rainbow?
4. The explorers crossed the **sea**.
5. Joanna had **eight** pancakes.
6. Greg **ate** more than that.
7. Have you **read** backwards?
8. Jamie liked his **red** shoes.
9. The lizards sat in the **sun**.
10. Are you Mr. Smith's **son**?
11. I **knew** she was wrong.
12. Is that a **new** dress?
13. Can you **hear** me?
14. Please come over **here**.
15. I like to **write** stories.

LOOK AGAIN

SOUND-ALIKES

Where would you put each homonym in the sentences below?

1. for four

He was given four dollars

for his birthday.

2. sea see

Who can _____ the _____
on a foggy day?

3. hear here

_____ is a woman who can _____
very well.

4. there their

_____ dog ran over _____.

5. right write

I can _____ with my _____
hand.

6. read red

Kim _____ the _____ letters
on the sign.

7. son sun

The man's _____ was tanned by
the _____.

8. knew new

She _____ her friend would like a
_____ bike.

LOOK AHEAD

HOMONYM PAIRS

Use a pair of homonyms in a sentence.
such as, "The monkey ate **eight** bananas."

16. The elephant turned **right**.
17. Is that a zebra over **there**?
18. That is **their** home.

Pupils who have less than fourteen words correct should do the Look Again activity. Pupils who score fourteen or more correct should proceed to the Look Ahead activity. See page 2T for a full explanation of how to evaluate Unit Quizzes.

E

Pupils should understand that the final page of most units is in two sections—Look Again and Look Ahead. Pupils ready for Look Ahead can work on their own. Pupils who need Look Again should work under your supervision.

LOOK AGAIN

Sound-Alikes. This activity shows that words that sound alike can have different meanings and spellings.

Have pupils read the question at the top of the page. To complete each sentence, have pupils pronounce the homonyms and then discuss their meanings, noting differences in spelling. Next ask someone to read the sentence aloud, saying the word that goes in each blank but not saying how it is spelled. Then have pupils write the sentence correctly.

LOOK AHEAD

Homonym Pairs. Have pupils think of pairs of homonyms while you write them on the board. Encourage them to think of homonyms that are not list words, such as **haul—hall; hole—**

Answers:

LOOK AGAIN

2. see, sea
3. Here, hear
4. Their, there
5. write, right
6. read, red
7. son, sun
8. knew, new

LOOK AHEAD

Answers will vary.

whole; blue—blew; boy—buoy; or—oar.
Have pupils use the homonyms in oral sentences.

Supplementary Activity

Write the Homonym. On the board make a numbered list of the following key words and their homonyms. Then read each sentence aloud and have pupils write the word that should be used in the sentence.

1. The wind **blew** the newspaper away.
2. I **knew** the answer to the question.
3. She **dyed** her white dress green.
4. We have an **hour** before we have to go.
5. I **read** my book before going to sleep.
6. I dropped a dime in the **hole**.
7. I have **eight** brothers and sisters.
8. The **sun** is too bright for you to go without a hat.
9. **Their** apartment is larger than ours.
10. Can you **write** your name?

Answers:

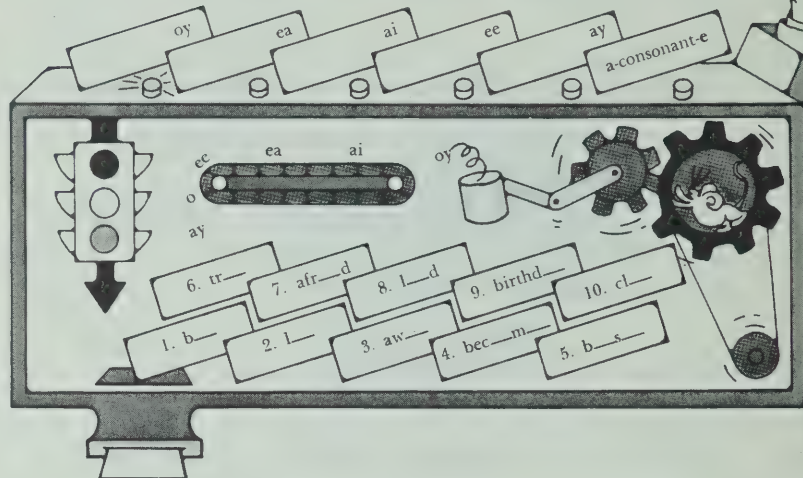
2. lay
3. away
4. became
5. base
6. tray
7. afraid
8. laid
9. birthday
10. clay

4

PROGRAM THE COMPUTER

base	cage	case	base	became	plane	same
afraid	mail	main	laid	pail	tail	afraid
tray	lay	clay	bay	tray	away	birthday

Decide which cards to put into the Spell/Write Computer to complete the list words inside.



1. tray

On your paper, write the complete list words that will come out of the computer.

Emphasis—The /ā/ sound.

Additional Resources—Use Enrichment Activity 2: Crazy Computer.

A

Program the Computer. This activity shows that the /ā/ sound can be spelled ay, ai, and a-consonant-e.

Begin by asking pupils what computers are. Explain that a computer is a machine that works like a human brain: When information is fed in, the computer can study the information, “think” through a problem, and supply an answer.

Discuss the uses of computers. Ask:

“What are some ways computers are used?” You may point out that computers are used during an election to count votes. Banks and businesses use computers to keep track of accounts. Computers are used in schools to teach and in post offices to sort mail. They are also used in universities to record grades.

Have pupils look at the computer in the picture. Help them read the letters in the computer. Then ask: “What does this computer do? How does it work?” Help pupils discover that when the letters on the cards at

the top are combined with the right words in the computer list words will be the result.

Ask: “What list words will the computer make?” Have pupils read and follow the directions. After the list words are written have pupils pronounce them. Have pupils listen to the vowel sounds in each word. Ask: “What vowel sound is the same in all the words?” (/ā/) Discuss how the /ā/ sound is spelled in each word. Then ask: “What are the different ways that the /ā/ sound can be spelled?” (ay, ai, a-consonant-e)

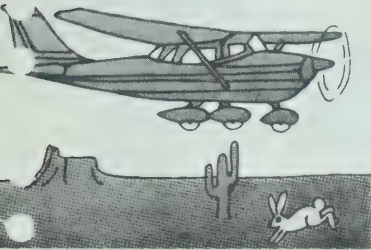
RHYME WORDS

The word **cage** rhymes with **stage** and **wage**. On your paper, write the list word that rhymes with the other words in each line.

1. stage wage
2. base chase
3. became blame
4. pain main

cage

Say each word you wrote. What vowel sound do you hear? What letter ends each word? If you took the final letter off the last two words, how could you say each word?



base

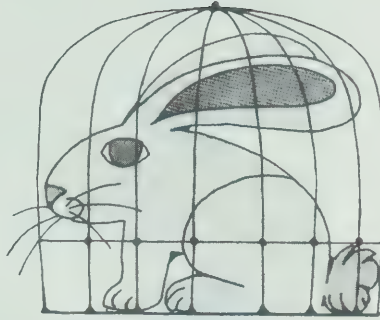
afraid

tray

The /ā/ sound in the middle of a word can be spelled a-consonant-e (a-C-e).

The /ā/ sound in the middle of a word can be spelled ai.

The /ā/ sound at the end of a word is usually spelled ay.



ONE SOUND—TWO SPELLINGS

Write a list word that sounds the same but is spelled differently from each of the words below.

1. plain
2. male
3. mane

plane

4. pale
5. tale

Answers:

2. case
3. same
4. plane

the /ā/ sound
the letter e
with a short vowel sound

2. mail
3. main
4. pail
5. tail

Formulas. Have pupils read each formula and tell how it applies to the key word. Be sure to call attention to the code in the first formula, that is, a-C-e = a-consonant-e.

Supplementary Activity

Matching Games. Write a-C-e, ai, and ay on the board in red, green, and blue chalk, respectively. Underneath write the following letters and blanks in one column, and in another write the colours in parentheses. Have pupils match the colours and write the list words.

- | | |
|----------------|---------|
| 1. c(a)g(e) | (red) |
| 2. l(ay) | (blue) |
| 3. m(ai)l | (green) |
| 4. afr(ai)d | (blue) |
| 5. cl(ay) | (blue) |
| 6. s(a)m(e) | (red) |
| 7. m(ai)n | (green) |
| 8. birthd(ay) | (blue) |
| 9. t(ai)l | (green) |
| 10. pl(a)n(e) | (red) |
| 11. bec(a)m(e) | (red) |
| 12. l(ai)d | (green) |
| 13. aw(ay) | (blue) |
| 14. p(ai)l | (green) |

B

Rhyme Words. Have pupils read the directions and pronounce the words in item 1. Have them read each word in the line before and after choosing an answer. In discussing the questions below the words emphasize that the final e works with the vowel to form the long vowel sound and that the rhyming words in each line spell the /ā/ sound.

One Sound—Two Spellings. This exercise demonstrates that one sound may have more than one spelling.

Remind pupils that when words sound alike but have different spellings and meanings they are called homonyms. Ask pupils to read the directions. Then read aloud the following sentences: "I ordered a **plain** hamburger. The **plane** crashed in the mountains."

Ask: "What are the homonyms in the sentences?" (**plain** and **plane**) Write the sentences on the board and underline the homonyms. Have pupils tell how the words differ in spelling and meaning. Continue in the same way with the remaining words.

Answers:

1. o
2. o, e
3. ome
4. some
5. some

C

WRITE AND REVIEW

Write the letters **l**, **b**, **h**, and **k** on the board. Ask pupils how the shapes of the letters are alike. (The letters begin with an upper loop.) Tell pupils to say the number count as they write each letter. Remind them that **b** and **h** are demon letters and should be carefully formed.

l—Number Count: 1

—Descriptive Count: 1. Curve up (to the height of a capital letter), loop down in a straight slant, and curve up at the base line.

b—Number Count: 1-2

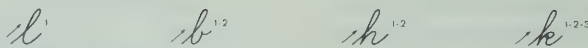
—Descriptive Count: 1. Curve up, loop down in a slant, curve up and in (from the base line). 2. Back down a little and swing out.

h—Number Count: 1-2

—Descriptive Count: 1. Curve up and loop down in a straight slant to the base line. 2. Curve up in a round hill, down in a straight slant, and curve up (at the base line).

WRITE AND REVIEW

Practise each letter.



Copy the sentence. Make each letter the correct size.

"Pamela's birthday is on the same day as mine," said Becky.



Name the letters missing from the words.

- | | |
|----------------------|-------------------------|
| 1. s_____me | a few, not many |
| 2. s_____m_____thing | one thing |
| 3. s_____times | now and then |
| 4. _____where | in one place or another |
| 5. _____what | not sure of how much |

k—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the height of a capital letter) and loop down in a straight slant to the base line. 2. Curve up in a hill and around in a tiny loop. 3. Curve down to the base line and curve up.

Before pupils copy the sentence remind them to make the letters in each word the correct size and compare their writing with the sentence in the book.

Have pupils underline the words **same** and **day**. Ask them to name the vowel sound in each word. (/ā/) Ask for the letters that spell the /ā/ sound in each word. (same, day) Remind pu-

pils that the /ā/ sound can also be spelled by the letters **ai**, as in the word **main**.

Misfits. This activity focusses on the word **some**.

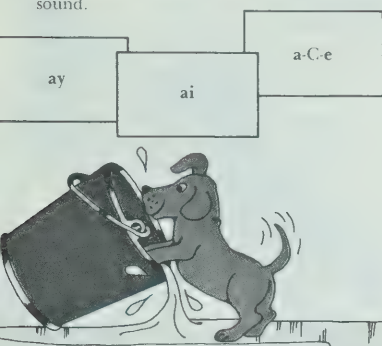
Read the definition in item 1 and encourage pupils to guess the answer. Ask how they would spell the word. Pupils might spell **some** as "sum." Explain that because the word is a misfit, its sound cannot always be a guide to spelling. Then say the word again, write it on the board, and circle the **o** and the **e**. Guide pupils to see that all of the words contain the word **some**.

In evaluating start with the difficult letters. If necessary, review the spelling of the word.

LOOK AGAIN

FLIP CARDS

Make a flip card for each /ā/ spelling, **ay**, **ai**, and **a-C-e**. When your teacher says a word, show the card that spells the /ā/ sound.



SOUND-ALIKES

Which word would you use in the sentences below?

- plane plain
The _____ flew high.
- male mail
Do you like to receive letters in the _____?
- pail pale
Don't kick over the _____!
- tale tail
When does a dog wag his _____?

LOOK AHEAD

WORD FINDING

Remove one letter from each of the words below to make one or more new words.

Example: laid → laīd → lad
laid → lāid → lid

- | | |
|----------|---------|
| 1. cage | 5. mail |
| 2. tray | 6. away |
| 3. main | 7. pail |
| 4. plane | 8. laid |

WHAT AM I?

Write list word answers to the riddles.

- I happen once a year.
- I have a handle and am always getting wet.
- I am always at the end.
- I have many bars, but not one of them is candy.
- You have to touch me before you can be safe.

17

D

Unit 4 Quiz

- Go **away**.
- The monkey unlocked his **cage**.
- Today is my **birthday**.
- Please put the microscope in its **case**.
- Don't drop that **tray**.
- Look at the sailboats in the **bay**.
- I took the **plane** to India.
- Russell likes to play with **clay**.
- The right fielder threw the ball to first **base**.
- Tom just **became** a boy scout.
- They have the **same** name.
- How many eggs did the hen **lay**?

- The dog wouldn't let her deliver the **mail**.
- He was **afraid** to be alone.
- What did you do with the **pail**?
- What is the **main** idea in this story?
- The fish **laid** forty-seven eggs.
- The dog wagged her **tail**.

E

LOOK AGAIN

Flip Cards. Have pupils make three flashcards. On one have them write **ay**; on another, **ai**; on another, **a-C-e**. Pronounce the list words that pupils have trouble spelling. Then have pu-

Answers:

LOOK AGAIN

- plane
- mail
- pail
- tail

LOOK AHEAD

Answers will vary.

- | | |
|-------------|---------|
| 1. birthday | 4. cage |
| 2. pail | 5. base |
| 3. tail | |

pils show the card with the letters or the code used to spell the word.

Sound-Alikes. This activity shows that words that sound alike can have different meanings and spellings.

Have pupils discuss the meaning of the words and then write and complete each sentence.

LOOK AHEAD

Word Finding. On the board write the word **laid** and have pupils pronounce it. Ask pupils if they see the words **lad** and **lid** in the word **laid**. Write **lad** and **lid** and have pupils tell which letters were dropped. Cover the **l** and ask: "Now, what word do you see?" (**aid**) Have pupils read the directions and finish the exercise.

What Am I? Remind pupils that a riddle is a question or a statement to be solved by guessing. Encourage pupils to ask riddles they know. Examples you may use: What flies forever and never rests? (The wind.) What is green on the inside, white on the outside, and jumps? (A frog sandwich.)

Have pupils read the riddles and write the list words that answer them.

Supplementary Activity

More Word Finding. Have pupils find hidden words in the following: there (the, he, her, here), write (wit, it, rite, writ), hear (he, her, ear, ha), afraid (a, aid, fad, raid). Discuss changes in vowel sounds that occur when letters are removed.

Answers:

the letters **ee** and **ea**
the /ē/ sound

eagle
easy
meal, reach
eager
feed
sleep

5

CARTOON CAPERS

<u>e</u> ager	eagle	Easter	easy	eager				
<u>l</u> east	meal	mean	real	reach	heat	speak	least	
<u>d</u> eep	feed	keep	seed	seen	sleep	speed	deep	

Complete the rhyme with list words.

Far up in the gray-blue sky
A hungry _____gle was flying by.
It was looking for prey
And had been all day—
Not _____sy work at all
For a bird so fat and tall.
Then it let out a screech—
A m_____ was within r_____ch!
It was _____ger indeed
To sit down and f_____d
And eat, drink, and cheep
And then lie down to sl_____p.



What letters did you use to complete the words in the rhyme? What sound do these missing letters stand for? Now write each complete word.

Emphasis—The /ē/ sound spelled **ae** and **ee**.

Additional Resources—Use Enrichment Activity 3: Sweet Dreams.

A

Cartoon Capers. This activity calls attention to words in which the /ē/ sound is spelled **ee** and **ea**.

Pupils can use rhyming clues, context clues, and picture clues to complete the poem.

After pupils have finished, read the final questions and guide them to see that the /ē/ sound is spelled by two

different grapheme combinations. Also point out that the first **e** in **Easter** is capitalized.

Supplementary Activity

More Cartoon Capers. Write the following limerick on the board, putting blanks in place of the /ē/ sounds. Read the limerick aloud and have pupils tell which /ē/ spelling goes in the blanks. After the blanks have been

completed you may wish to have pupils copy and illustrate each line (with cartoons).

There once was a man named La
Meeze,
Who had an old dog named The
Breeze.
They lived by a road in a dumpy
abode,
With no one but each other
and fleas.

OPPOSITES

The word **heat** is the opposite of the word **cold**.
Write list words that mean the opposite of the other words below.

1. cold heat
2. hard
3. most
4. shallow

5. wake
6. false
7. kind
8. lose

RHYME WORDS

Write a list word that rhymes with the other words in each line.

1. speed feed
2. green mean
3. feed seed
4. leak weak

seed

What vowel sound do you hear in each word?

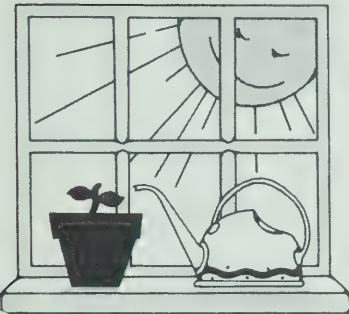
What two spellings of the vowel sound do you see?

Answers:

2. easy
3. least
4. deep
5. sleep
6. real
7. mean
8. keep

2. seen
3. speed
4. speak

the /ē/ sound
ea, ee



eager

The /ē/ sound at the beginning of a word is usually spelled **ea**.

least

The /ē/ sound in the middle of a word can be spelled **ea**.

deep

The /ē/ sound in the middle of a word can be spelled **ee**.

Supplementary Activities

Other Words. Write the words **each**, **eat**, and **east** on the board and ask: "How are the words like ones we have studied?" (*Note:* The words are taken from the grade 3 edition of *Spell/Write*.) Use the same procedure for middle **ea** and **ee**: **read**, **bean**, **cream**, **team**; **feel**, **seem**, **meet**, **week**.

Homonyms. Say: "Some of the words in Other Words have homonyms. Can you tell me which ones?" (**team—teem**; **seem—seam**; **meet—meat**; **week—weak**) Write the words on the board and ask various pupils to spell the homonyms. Define any unfamiliar words and write context sentences on the board. Differentiate between the two grapheme combinations by circling one and underlining the other. Ask pupils to write sentences using the homonyms.

B

Opposites. First review the term *opposite* by asking: "What is the opposite of fat?" (**thin**) "Of large?" (**small**)

Read the directions and ask pupils to finish the activity. Then ask: "What is the vowel sound in all the words you wrote?" (/ē/) "How is it spelled?" (**ea** and **ee**)

Rhyme Words. Let pupils say the words in item 1, listening for the rhyming sounds. Pupils should say each word in a line before and after choosing an answer.

Formulas. Read the **ea** formula, write **eager** on the board, and circle **ea** to show how it follows the formula. Ask pupils to suggest other list words that follow the same pattern. Repeat the procedure for the second and third formulas.

eager	real
easy	seed
least	sleep

1. ar
2. ar
3. ar
4. ar
5. ar

e

1.2.3

1-2-3

t 1-2 across

edger

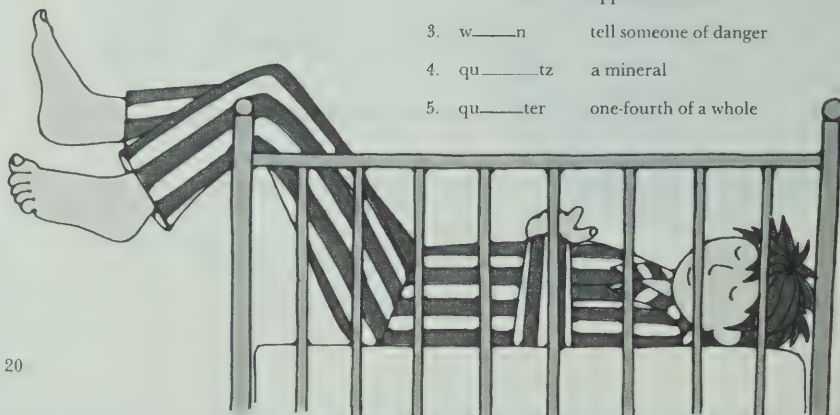
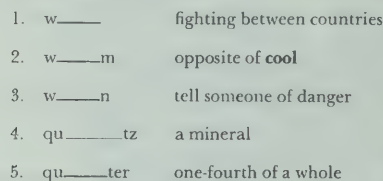
sleep

least

easy

real

seed



20

LOOK AGAIN

MATCHO

Cover the first word in each line. Then write the word that is spelled the same as the first word.

1. speck	speck	spoke	speck
2. sleep	slept	sleepy	sleep
3. easy	east	easy	case
4. real	reel	real	really
5. seal	sail	sale	seal

FLIP CARDS

Make a flip card with ea on one side and ee on the other. When your teacher says a word, show the side that spells the /ē/ sound.



LOOK AHEAD

LETTER SWITCH

In the words below, use the letters ai in place of ea to make new words.

1. meal mail

2. mean

3. real

4. seal

WRITE ABOUT WHAT HAPPENED

Write a very short story about the eagle and her family on page 18. Use as many list words as you can in the story. Circle the list words.



21

Answers:

LOOK AHEAD

- main
- rail
- sail

Answers will vary.

- Is this pond very deep?
- Is that bear real?
- Turn up the heat.
- Did you keep the book?

E

LOOK AGAIN

Matcho. This exercise provides practice in visual discrimination.

Have pupils look at the first list word on the left and identify the vowel sound. Then have them compare the word with other words in the same line. Ask: "Which word is the same? How are all of the words alike? How are the other words different from the list word?" Discuss each line of words. Then have pupils

read the directions and write the list words.

Flip Cards. Have pupils read and follow the directions. Then pronounce the following words and have pupils hold up the card that shows how the /ē/ sound is spelled.

- | | |
|-----------|----------|
| 1. Easter | 6. speed |
| 2. least | 7. mean |
| 3. deep | 8. feed |
| 4. eagle | 9. eager |
| 5. keep | 10. heat |

Supplementary Activity

Identifying Long Vowels. Ask pupils to read each line in Matcho and name the words with long vowel sounds. Have them identify the /ē/ sounds and tell how they are spelled.

Help pupils see that the /ē/ sound can be spelled either ee or ea.

LOOK AHEAD

Letter Switch. Ask pupils to read the directions and complete the exercise.

Write About What Happened. Pupils may enjoy talking about such matters as where an eagle lives and how it hunts for food. (Note: You may wish to discuss with pupils that male and female eagles take turns watching the eaglets and providing food for them.)

Supplementary Activity

Homonyms. Point out that some of the answers in Letter Switch have homonyms. Ask pupils to write the word and its homonym. (mail—male; main—mane; sail—sale) Challenge pupils to write as many sentences as possible, using the homonyms.

Answers:

narrow
follow
glow
shone
hose
carload
the /ō/ sound
no

Emphasis—The /ō/ sound.

Additional Resources—Use Enrichment Activity 4: Funsramble.

A

Code-O. This activity calls attention to the /ō/ sounds at the ends of words spelled **ow** and to the /ō/ sounds in the middle of words spelled **oa** and **o-C-e**.

First make sure everyone understands what a code is. Explain that a code is a system of symbols used to represent words. (You may also need to discuss the meaning of the phrase “break the code.”)

Next have pupils read the directions and identify the three symbols. Make sure pupils understand that to break the code they must find out what letters each symbol stands for. Have them read the story and write the list words that complete the story. Then discuss the final questions and find out how many pupils broke the code.

Have pupils pronounce the words they have written and listen to the vowel sounds. Ask: “What vowel sound do the words have in common?” (/ō/) “Is the sound spelled the same

way in all of the words?” (no) “How does it differ?” (In some words it is spelled with **ow**; in others, **o-C-e**; and in others, **oa**.) “Do you notice anything different about the way the /ō/ sound is spelled when it comes in the middle of words and when it comes at the end?” Help pupils see that it is usually spelled **ow** at the end of a word and **oa** or **o-C-e** in the middle of a word. (Other words in the story that follow this pattern are **meadow**, **road**, **know**, and **roar**.)

6

CODE-O

<u>gl</u> ow	narrow	fellow	follow	window	yellow	glow
<u>go</u> al	float	goal	roast	toast	coach	carload
<u>ho</u> se	wrote	shone	pole	alone	hose	lone

Break the code by figuring out what letters the symbols ◇, ◇, and ◇ stand for. (Hint: The code words come from the list.) Write the list words to complete the story.

THE FLYING SAUCER

On a dark night, a flying saucer was seen headed for a narr ◇ road in a meadow. People tried to foll ◇ its path, but no one seemed to know where it was. Suddenly a roar was heard, and a red gl ◇ sh ◇ for many hours.

Although fire fighters came with a big h ◇, they came too late! The saucer had been carrying a carl ◇ d of strange chemicals.

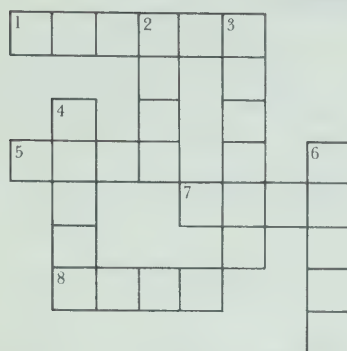
What one sound do the symbols stand for?
Does each symbol stand for the same letters?



Supplementary Activity

Code-O Contrasts. If your pupils are capable of understanding exceptions you may point out that there are some words in the story that are irregular words and do not follow the formulas for this unit. A word that follows the **o-C-e** pattern but does not have the /ō/ sound is **one**. Words that do not follow a formula but have /ō/ sounds are **no** and **although**.

CROSSWORD



On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. colour of gold
5. homonym for poll
7. target
8. stockings sometimes made of nylon

DOWN

2. homonym for loan
3. a thing used for looking in and out
4. to teach
6. when no one is near

SCRAMBLED SQUARES

Unscramble the letters in the squares to make list words.

1. oa s r t

roast

glow

The /ō/ sound at the end of a word is usually spelled ow.

goal

The /ō/ sound in the middle of a word can be spelled oa.

hose

The /ō/ sound in the middle of a word can be spelled o-C-e.

2. l ow f l e

3. s t oa t

4. t w e r o

5. oa t l f

6. r a n ow r

Answers:

ACROSS

1. yellow
5. pole
7. goal
8. hose

DOWN

2. lone
3. window
4. coach
6. alone

2. fellow
3. toast
4. wrote
5. float
6. narrow

ent spellings of the /ō/ sound usually appear in words.

Formulas. Have pupils read the three formulas and tell how each applies to the key word and how each helped in unscrambling the words in Scrambled Squares.

Supplementary Activity

More Scrambled Squares. Put the following letters in blocks and write them on the board. Have pupils unscramble the letters to write list words.

1. ow f l l o (follow)
2. oa g l (goal)
3. ne o sh (shone)
4. oa e n l (alone)
5. oa ch c (coach)
6. lle y ow (yellow)
7. d a r c oa l (carload)

B

Crossword. You may wish to duplicate the puzzle layout and give a copy to each pupil. Explain that words in a crossword puzzle are written in two directions: across and down. Point out the clues to the words going across and down. Explain how each letter of a word goes in a box and how overlapping words must have the same letter in the box where they overlap.

Help pupils read each clue, reminding them that the answers can be found in the list words. Then have pupils write the correct list words on their papers.

Scrambled Squares. This exercise shows pupils that knowing key graphemes is an aid in spelling. Ask pupils to try to pronounce the sounds on the blocks with two letters. Tell them that these sounds will give them one clue to what a word is. Another clue is to remember where the differ-

Answers:

1. se
2. se
3. se
4. se
5. se

C

WRITE AND REVIEW

Ask pupils how **x**, **y**, and **z** are alike in shape. (Each letter begins with a small hill.) Be sure pupils say the number count as they practise each letter.

x—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a straight slant to the base line, and curve up. 2. Make a straight slant cross stroke.

y—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a slant, and curve up at the base line (to the same height as the round hill). 2. Back down again in a straight slant past the base line and loop up (to the left).

z—Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill and back to the base line. 2. Back up again for a short distance and then curve down and loop up (to the left).

Have the paragraph read aloud. Tell pupils to form the letters in each

WRITE AND REVIEW

Practise each letter.

*x*¹⁻²

*y*¹⁻²

*z*¹⁻²

Copy the paragraph. Leave a small space between words.

What excitement! Rex, the seal at the zoo, was trying to float on a yellow rubber raft.



Name the letters missing from the words below. A clue is given for each word.

- | | |
|-------------|--------------------------------|
| 1. hor_____ | working animal |
| 2. hou_____ | place to live |
| 3. mou_____ | house pest |
| 4. loo_____ | opposite of tight |
| 5. nur_____ | person who works in a hospital |



24

word carefully and to leave a space the width of a small **o** between the words.

Ask pupils to underline the words containing the /ō/ sound and name the letters that spell that sound. (**float**, **oa**; **yellow**, **ow**) Remind pupils that the /ō/ sound can also be spelled **o**-**C**-**e**, as in the word **hose**.

Misfits. The focus is on the **se** at the ends of the words. Pupils might drop the final **e**. As you go over the spelling of each word write it on the board. Circle **se** in each word.

Supplementary Activities

Taking a Closer Look. Help pupils see that in misfits 2 and 3 the /ou/

sound is spelled **ou**, not **ow**. In item 4 pupils may confuse **loose** with **lose**. Help them see that the final sound in **loose** is /s/, in **lose**, /z/. In item 5 pupils might spell the /ër/ sound as either **er**, **ir**, or **ur**. Have them write **nurse** and circle the **ur** with a red crayon.

Practice. Write the following sentences on the board, leaving blanks for the words in parentheses. Ask pupils to use misfits to complete the sentences.

1. The (horse) liked his new (house) in the barn.
2. He shared it with a small (mouse) that lived under a (loose) board.
3. When the horse got sick, the mouse sent for a (nurse).

LOOK AGAIN

FLIP CARDS

Make a flip card for each of the /ô/ spellings in this unit: **ow**, **oa**, and **o-C-e**. When your teacher says a word, show the card that spells the /ô/ sound.

SOUND-ALIKES

Which homonym would you use in the sentences below?

1. lone loan

A _____ tree stood in the field.

2. poll pole

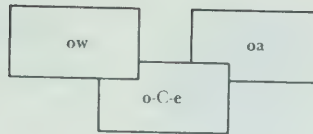
He climbed the telephone _____.

LOOK AHEAD

WHAT AM I?

Write list word answers to the riddles.

1. I'm the homonym for **loan**.
2. Water travels through me.
3. I'm a hole in the wall.
4. I'm cooked bread.
5. I'm the opposite of **sink**.
6. Flags often fly from me.



WRITE ABOUT WHAT HAPPENED

Write a story about why the flying saucer on page 22 caught fire. Use as many list words as you can.

25

Answers:

LOOK AGAIN

1. lone
2. pole

LOOK AHEAD

1. lone
2. hose
3. window
4. toast
5. float
6. pole

Answers will vary.

D

Unit 6 Quiz

1. What is causing the **glow**?
2. A face appeared in the **window**.
3. Are you **alone**?
4. Did you see that tall **fellow**?
5. Mrs. Williams **wrote** the note.
6. Spencer slid down the **pole**.
7. He turned on the **hose**.
8. Where is the **coach**?
9. She was wearing a **yellow** jacket.
10. **Don't follow** me!
11. Rex moved a **carload** of furniture.
12. The bridge was very **narrow**.
13. Can you **float** on your back?
14. Who is guarding the **goal**?
15. Did you burn the **roast**?

16. Let me **toast** the marshmallows.
17. The **lone** wolf howled at the moon.
18. The star **shone** through the night.

E

LOOK AGAIN

Flip Cards. Have pupils make three flashcards. On one card have them write **ow**; on another card, **oa**; on another, **o-C-e**. Pronounce list words that your pupils have trouble spelling. After each word is pronounced have pupils show the card with the letters, or the code, used to spell the word.

Sound-Alikes. This activity shows that words that sound alike can have different spellings and meanings. Have

LOOK AHEAD

What Am I? Encourage pupils to ask riddles they know. Examples you may use: Is writing on an empty stomach harmful? (No, but paper is better.) What's worse than finding a worm in an apple? (Finding half a worm.) How can you find a lost rabbit? (Make a noise like a carrot.)

Have pupils read the riddles and write list word answers.

Write About What Happened. Have pupils turn to page 22. Ask two kinds of questions about the picture: (1) questions to stimulate imaginative thought (for example, "Where did the flying saucer come from?"); (2) questions to elicit list word answers (for example, "What words describe how the burning saucer looks?").

Answers:

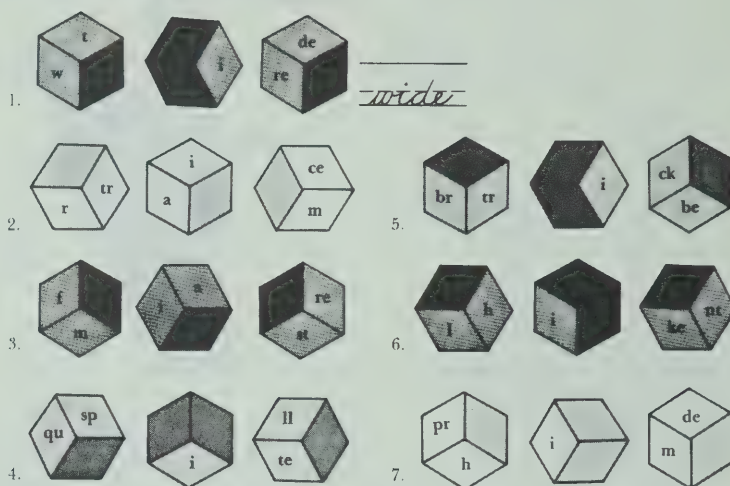
2. rice
3. fire
4. quite
5. tribe
6. hike
7. hide

7

CRAZY CUBES

bite	smile	fire	hide	hike	kite	line	mile	nice
	prize	quite	rice	size	tribe	wide	wise	dime
bite	twice							

Line up the cubes to make list words.



Emphasis—The /ī/ sound represented as i-C-e.

Additional Resources—Use Enrichment Activity 5: Time Out!

A

Crazy Cubes. This activity illustrates words in which the /ī/ sound occurs in the middle and is followed by a consonant and final e.

Explain that each set of cubes can make more than one word but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **wide**. Remind them to write the list word after they have identified it. Continue in the same way with the remaining sets of cubes.

Next have pupils pronounce the words they have written and tell how all of the words are alike. (They all have the /ī/ sound.) Ask: "What is the same about the way the words are spelled?" (They all have the i-C-e pattern.) Help pupils identify the /ī/ sound and the i-C-e pattern in each word.

Supplementary Activities

More Crazy Cubes. Have pupils look at the first set of cubes and identify the words **tide**, **tire**, and **wire**. Ask: "What nonlist words can you make with the other cubes?" Have pupils write and pronounce the new words. (1. **tire**, **tide**, **wire**; 2. **tram**, **trace**, **race**, **rim**, **ram**, **trice**, **trim**; 3. **fare**, **mare**, **fast**, **fist**, **mast**, **mire**, **mist**; 4. **spill**, **spite**, **quill**, **ill**; 5. **bribe**,

brick, **trick**; 6. **like**, **lint**, **hint**; 7. **him**, **prim**, **pride**)

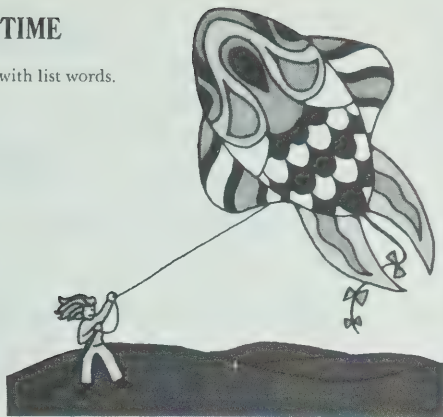
Long or Short? Have pupils tell which words they wrote for More Crazy Cubes have long vowel sounds and which have short vowel sounds. Help them see that the words with short vowel sounds do not end with a final e.

Because some of the words may be unknown to the average grade 4 pupil you may wish to use this activity as supplementary work for the Look Ahead activities on page 29.

RHYME TIME

Complete the poem with list words.

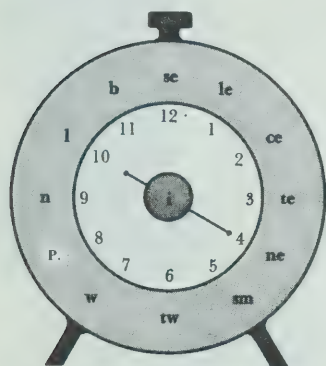
Isn't it exciting to fly
a brand new _____ ?
Get one at the "five and _____"
the price is always right.
Fly it in a contest, no matter
what its _____ .
Maybe you will be surprised
by winning every _____ !



WHAT WORD IS IT ?

At 10:20, the word is **line**. What other list words can be found at the hours below?

- | | |
|---------|----------|
| 1. 5:05 | 4. 11:15 |
| 2. 9:10 | 5. 7:00 |
| 3. 8:05 | 6. 6:10 |



bite

The /i/ sound in the middle of a word is usually spelled i-C-e.

Answers:

kite
dime
size
prize

- smile
- nice
- pile
- bite
- wise
- twice

B

Rhyme Time. Pupils should use rhyming clues and context clues to complete the poem.

What Word Is It? In this exercise pupils combine spelling skills with the ability to read and tell time. On the board illustrate how **line** was obtained by asking the following questions: "If the time is 10:20 what number is the little hand pointing to?" (10) "What

letter is it pointing to?" (l) "What number is the big hand pointing to?" (4) "What letters?" (ne) "Putting i in the middle what word do we get?" Repeat this procedure throughout the exercise.

Formula. Read the boxed formula at the bottom of the page. Explain that i-C-e means i-consonant-e. Using **bite** as the model point out the specific letters that the abbreviation represents. Ask pupils to point out the specific letters of the i-C-e pattern in the first five list words.

Supplementary Activity

Long Vowels. Write the following times on the board. Using the procedure in What Word Is It? ask the class to make new long vowel words. Define any words that might be unfamiliar to pupils.

- | | |
|---------|---------|
| 1. 8:10 | (mice) |
| 2. 8:20 | (mine) |
| 3. 6:20 | (twine) |
| 4. 9:20 | (nine) |

Answers:

1. se
2. se
3. se
4. se
5. se

C

WRITE AND REVIEW

Have pupils say the number count for **i**, **u**, and **w** as they practise each letter. Remind them that **i** is a demon letter and should be carefully made so it will not look like small **e**. Point out that the strokes for forming **i** are also the beginning strokes for **u** and **w**.

i—Number Count: 1-2-dot

—Descriptive Count: 1. Curve up.
2. Back down again in a straight slant and curve up (at the base line). Dot the letter.

u—Number Count: 1-2-3

—Descriptive Count: 1. Curve up.
2. Back down again in a slant and curve up at the base line (to the same height as the first stroke).
3. Back down again in a straight slant and curve up (at the base line).

w—Number Count: 1-2-3-4

—Descriptive Count: 1. Curve up.
2. Back down again in a slant and curve up at the base line (to the same height as the beginning stroke.) 3. Back down again in a slant and curve up at the base

WRITE AND REVIEW

Practise each letter.

i 1-2 dot *u* 1-2-3 *w* 1-2-3-4

Copy the sentence. Every word should rest on the base line.

*It was quite a prize
for someone his size.*



Name the letters missing from the words below.
A clue is given for each word.

- | | |
|---------------|--------------------------|
| 1. noi_____ | unpleasant sounds |
| 2. rai_____ | opposite of lower |
| 3. cau_____ | to make something happen |
| 4. chee_____ | food made from milk |
| 5. disea_____ | illness |



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line. 4. Back down a little and swing out.

Write the words on the board and circle **se**.

Remind pupils that one of the Six Basic Handwriting Skills is alignment. Tell pupils to copy the sentence in the second exercise carefully and to check that each word rests on the base line.

Have pupils find the words in the sentence that have the /i/ sound. (**quite, prize, size**) Ask how the /i/ sound is spelled in each word. (i-C-e)

Misfits. The focus is on the final /z/ sound spelled **se**. Pupils may think that it can be spelled **s, se, or z**. Go over the spelling of each word.

Supplementary Activities

Practice. Write the following sentences on the board, leaving blanks for the words in parentheses. Ask pupils to use misfits to complete the sentences.

1. Did the mouse eat the (cheese)?
2. At camp we (raise) the flag in the morning.
3. What is that loud (noise)?
4. The doctors worked hard to find the (cause) of the (disease).

LOOK AGAIN

FIND THE WORD

Write the word in each line with the /i/ sound.

1. bit	bite	litter	fire
2. fir	fit	fig	fire
3. kitten	kite	kitty	kit
4. twin	twist	twice	twill
5. quits	quite	quit	queer

FINISH THE WORDS

Add the final e to the words below to form list words.

- bit e
- hid e
- kit e
- quit e
- dim e

LOOK AHEAD

MATCH THE MEANINGS

Match the words that have similar meanings.

- grin
- two
- heat
- very
- grain
- a. fire
- b. rice
- c. smile
- d. twice
- e. quite

WORD BUILDING

Add the letters a, o, e, or u in place of the i to make new words.

- wide
- rice
- quite
- pile
- fire



Answers:

LOOK AGAIN

- bite
- fire
- kite
- twice
- quite
- pine

LOOK AHEAD

- c
- d
- a
- e
- b
- wade
- race
- quote
- pole, pole
- fare, fore

Finish the Words. Have pupils read all the words in the exercise. Then ask: "What is the vowel sound in each word?" (/i/) Read the directions and ask pupils to complete the exercise. Then tell them to pronounce all the words. Ask: "Now what is the vowel sound?" (/i/) "What makes the vowel sound long?" (the final e)

LOOK AHEAD

Match the Meanings. In this activity pupils must match words with similar meanings.

Word Building. Pupils replace i with the other vowels to make new words. Remind pupils that in some items more than one word can be made.

D

Unit 7 Quiz

- I lost a **dime** in the machine.
- The forest was wiped out by the **fire**.
- Where can I **hide**?
- He was the chief of the **tribe**.
- Step over this **line**.
- Who won first **prize**?
- I'd like one **bite**.
- The plane almost touched my **kite**.
- What **size** are you?
- The old woman is very **wise**.
- Please try to **smile**.

- Let's **hike** to the top.
- That is quite a **pile** of washing.
- That chair is too **wide**.
- I tried to call her **twice**.
- Do you like wild **rice**?
- Bob is not **quite** sure of the directions.
- That was very **nice**.

E

LOOK AGAIN

Find the Word. Read the directions. Ask pupils to read the words in each line before they choose the word with the /i/ sound.

Supplementary Activity

Find the Opposite. Tell the class that this exercise is like Match the Meanings but that here they must match the words that are most nearly opposite in meaning. Write the following words on the board and have pupils write the letters that correspond to the answers. (Answers are in parentheses.)

- ride (e)
- penalty (a)
- frown (b)
- stupid (c)
- narrow (d)
- a. prize
- b. smile
- c. wise
- d. wide
- e. hike

Answers:

cookbook
cookie
broom
stool
boot
teaspoon
book

8

BIG PICTURE

took book look took booklet hood cookbook cookie
fishhook
boot broom fool stool stoop boot boom booth
classroom cartoon teaspoon

Emphasis—The /û/ and /ü/ sounds spelled oo.

Additional Resources—Use Enrichment Activity 6: Bubble Doubles.

A

Big Picture. This activity calls attention to words with the /û/ and /ü/ sounds spelled oo.

Have pupils tell what is happening in the picture. To elicit answers that name list words ask specific questions like: “What book in the kitchen tells how to prepare foods?” (**cookbook**) “What kind of spoon is used for measuring?” (**teaspoon**) “What is used for sweeping the floor?” (**broom**) “What unkitchenlike objects do you see in the picture?” (**Boot**; **rooster** and **spool** are not list words but also have the /ü/ sound.)

After discussing the picture have pupils read the question beneath the picture and write all the list words they can identify in the picture. Then tell pupils to pronounce the words. Tell pupils to listen carefully to the sounds made by the double o in each



Which list words can you find in this picture?
Write the words you find on your paper.

30

word. Have them note differences between the /û/ sound of the double o in **cookbook** and the /ü/ sound of the double o in **broom**.

Pronounce each list word and have pupils tell whether the double o makes a /û/ sound or a /ü/ sound.

Supplementary Activity

Stories. Have pupils use the picture to describe settings for a story. They

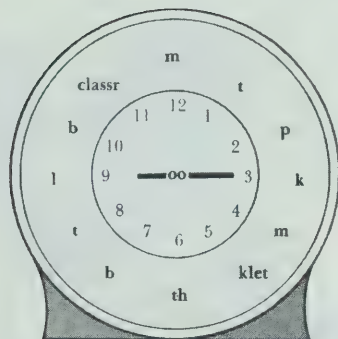
will need to identify a person, name a place, and choose a thing. Ask: “What do you think is going on in the kitchen? Who is using the kitchen? Pick out an object in the kitchen—a broom, a boot, or a stool. How could that object be a problem to someone? How could the problem be solved?” Help pupils develop a short plot and have them write a story. Remind them to use as many list words as possible.

RHYME WORDS

Write the list word that rhymes with the other words in each line.

- | | | |
|----------|-------|-----------------------|
| 1. look | took | <u>book</u> |
| 2. good | stood | |
| 3. stool | spool | 5. teaspoon harpoon |
| 4. scoop | snoop | 6. cookbook matchbook |

Say the words you wrote. What sound do you hear in the middle of each one? Are the sounds spelled alike or differently?



took

The /û/ sound in a word is usually spelled oo.

boot

The /ü/ sound in a word is usually spelled oo.

WHAT WORD IS IT?

At 9:15 the word is **look**. What other list words can be found at the hours below?

- | | |
|----------|-------------|
| 1. 9:15 | <u>look</u> |
| 2. 10:00 | |
| 3. 10:30 | 5. 7:25 |
| 4. 8:15 | 6. 11:20 |

Answers:

2. hood
3. fool
4. stoop
5. cartoon
6. fishhook

the /û/ and /ü/ sounds
alike

boom
booth
took
booklet
classroom

B

Rhyme Words. Have pupils read and pronounce the words in item 1. In discussing the questions below the words emphasize that oo appears in all the words but that in some words the oo sound is /û/ and in others it is /ü/. (See page 5T if some pupils need extra help in distinguishing between /û/ and /ü/.)

What Word Is It? This activity combines spelling with the ability to tell time. Have pupils look at the clock and tell what time it shows. (9:15) Call attention to the oo in the middle of the arrows and to the letters near the numbers the arrows are pointing to. Ask: "What list word can be made by putting all of these letters together?" (**look**) Have pupils read the directions and complete the exercise. Have pupils pronounce the

words in the exercise. Tell pupils to listen to the two different sounds represented by the grapheme oo.

Formulas. Read each formula and pronounce each key word. Stress that both the /û/ and the /ü/ sounds are spelled oo.

Supplementary Activity

What Word Is It Again? Have pupils use the word clock to make other list and nonlist words. Possibilities are 8:05 (**toot**), 9:05 (**loot**), 9:10 (**loop**), and 10:15 (**book**).

Practise each letter.

in ¹⁻²

1-2-3
m

125 1.2

Write each word. Check your formation of letters **n** and **m**.

cartoon

broom

Copy the sentence. Make it as neat as possible.

In the cartoon, a very silly
man danced with a broom.



Name the letters missing from the words below.

1. _____mount number
2. _____lone without anyone else
3. _____sleep not awake
4. _____fraid frightened
5. _____woke stoppcil sleeping



C

WRITE AND REVIEW

Guide pupils in reviewing the formation of **n**, **m**, and **v**. Write each letter on the board as you say its number count. Remind pupils that **n** and **m** are demon letters. Point out that each letter curves up from the base line, that **n** has two hills, and that **m** has three hills. Then have pupils practise writing each letter.

n-Number Count: 1-2

--Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down; curve up at the base line.

m-Number Count: 1-2-3

—Descriptive Count: 1. Up in a round hill and down in a straight slant to the base line. 2. Up in a round hill and down. 3. Up in a round hill and down; curve up at the base line.

v-Number Count: 1-2

—Descriptive Count: 1. Curve up in a round hill, down in a slant, and curve up to the same height as the

round hill. 2. Back down just a little and then swing out.

As pupils carefully write the list words **cartoon** and **broom** have them check the formation of **n** and **m**. Ask pupils to name the letters that spell the /ü/ sound in **cartoon** and **broom**. (oo) Remind pupils that the /ü/ sound (as in **book**) is also spelled **oo**.

Have pupils copy the sentence in the third activity and check their writing style. They should check for neatness and make sure they have indented at the beginning of the sentence.

Misfits. The focus is on the *schwa*—the initial unaccented sound. Pupils might spell the schwa with a **a** or **u**. Say each word. Write it on the board and circle the **a**.

Guide pupils to see that in all the words the beginning sound is spelled with an **a**. Emphasize that the **a** is part of the word and that they should not be writing two separate words.

Supplementary Activity

Practice. Write the following sentences on the board, leaving blanks for the words in parentheses. Ask pupils to use misfits to complete the sentences.

1. Take the right (amount) of money to buy the toy.
2. The little boy fell (asleep).
3. He was grumpy when he (awoke).
4. The child was (afraid) to be left (alone).

LOOK AGAIN

MATCHO

Cover the first word in each line. Then write the word that is spelled the same as the first word.

1. look	lock	like	look	loot	loom
2. boot	boat	bolt	blot	both	boot
3. stoop	stop	stamp	stoop	strap	stool
4. spool	spoil	stool	sloop	spool	school
5. boost	boost	boast	roast	roost	boot
6. nook	knock	hook	nook	took	book

LOOK AHEAD

WORD FINDING

Remove one letter from each of the words to make one or more new words.

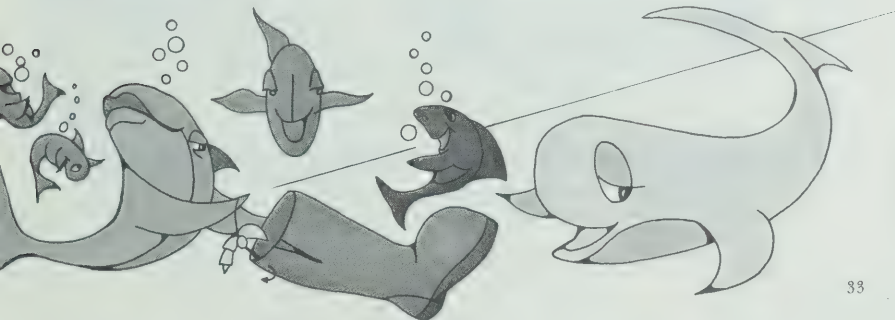
Example: gloom → gloom → loom

1. took
2. broom
3. booth
4. boost
5. spool
6. loot
7. gloom

WHAT AM I?

Write list word answers to the riddles.

1. Put your foot in me.
2. Fish sometimes swallow me.
3. Use me to sweep a room.
4. Put me on your head in cold weather.



D

Unit 8 Quiz

1. This is a good **book**.
2. What is your favourite **cartoon**?
3. You can't **fool** me.
4. Is this your **classroom**?
5. I can't find my other **boot**.
6. The dog chewed on the **broom**.
7. Where did you put the **teaspoon**?
8. Where is the **stool**?
9. May I have one more **cookie**?
10. Where is a phone **booth**?
11. Phyllis has a new **cookbook**.
12. At the fair business will **boom**.
13. Joe caught his hand on a **fish-hook**.
14. You must **stoop** down to get in the door.

15. Polly pulled her **hood** up.
16. Nancy gave me a strange **look**.
17. Who **took** the painting?
18. What is the title of the **booklet**?

Note: The /ü/ sound in words like **book** may be especially difficult for some pupils to pronounce. They might pronounce it like the /ü/ sound in **to** and **do**. Refer to page 5T for techniques to help those pupils.

E

LOOK AGAIN

Matcho. This exercise provides practice in visual discrimination. Pupils should write the word that is the same as the first word in each line.

Answers:

LOOK AHEAD

Answers will vary.

1. boot
2. fishhook
3. broom
4. hood

LOOK AHEAD

Word Finding. On the board write the word **gloom** and have pupils pronounce it. Say: Let's see what smaller word we can find in this word." Ask: "Do you see the word **loom**?" Write **loom** and have pupils tell which letter was dropped. Have pupils read the directions and finish the exercise.

What Am I? Encourage pupils to ask riddles they already know. For example: Why do dentists get fat? (Practically everything they touch is filling.) What's the best way to catch a squirrel? (Climb a tree and act like a nut.) What pain do we make light of? (Window pane.) Have pupils read the riddles and write list words that answer them.

Supplementary Activity

Spin the Bottle. Make a deck of flashcards, using the following words:

book	foot	nook	school
bloom	shoot	sloop	groom
brook	loop	hook	soothe
crook	spool	cook	zoom
boost	troop	hood	room
good	swoon	snoop	stood

Have pupils sit on the floor in a circle. Place a soft drink bottle and the deck of flashcards in the centre of the circle. Have someone spin the bottle. When the bottle stops, whomever it is pointing to must draw a card and tell whether the word has a /ü/ sound or a /ü/ sound.

Answers:

- 2. crowd
- 3. noisy
- 4. loud
- 5. moist
- 6. hour
- 7. owl
- 8. oil

9

PROGRAM THE COMPUTER

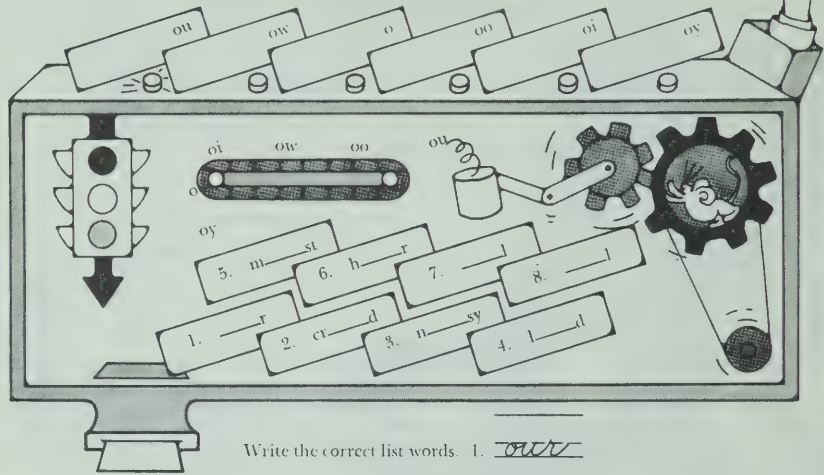
hour our hour about scout loud ground

power owl power powder crowd

oil moist noisy poison oil

royal enjoy destroy royal joyful

Decide which cards should be put into the Spell/Write Computer to complete the list words inside.



Emphasis—The /ou/ sound spelled **ou** and **ow** and the /oi/ sound spelled **oi** and **oy**.

Additional Resources—Use Enrichment Activities 7 and 8: Sound Hound and Mystery Word.

A

Program the Computer. This activity calls attention to words with /ou/ sounds spelled **ou** and **ow** and to words with /oi/ sounds spelled **oi** and **oy**.

Remind pupils that a computer is a machine that works like a human brain: When information is fed to the computer it can study the information, “think” through a problem, and supply an answer.

Have pupils look at the computer in the picture. Help them read the

letters in the computer. Then ask: “What does this computer do? How does it work?” Help pupils discover that when the letters on the cards at the top are combined with the right words in the computer list words will be the result.

Ask: “What list words will the computer make?” Have pupils read and follow the directions. Remind them to write each list word.

Have pupils pronounce the list words. Then ask: “What vowel sound do you hear in **our**? In **crowd**?” Help pupils see that the sound is the same but that it is spelled **ou** in **our** and **ow** in **crowd**. Repeat this procedure for the /oi/ sound, using **oil** and **royal**.

Supplementary Activity

More Computer Words. Write the following list on the board, leaving blanks for the letters in parentheses. Tell pupils that the incomplete words can also be put into the computer to be completed with /ou/ and /oi/ sounds. (Remind them that the completed words will be list words.) Have pupils fill in the blanks with the correct spelling and write the complete list word.

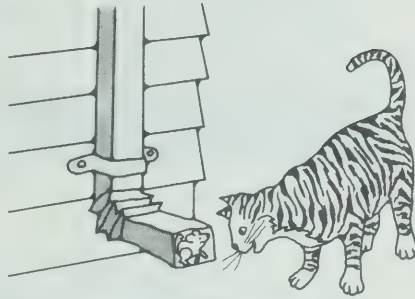
- 1. r(oy)al
- 2. sc(ou)t
- 3. p(ow)der
- 4. gr(ou)nd
- 5. enj(oy)
- 6. p(oi)son
- 7. ab(ou)t
- 8. destr(oy)
- 9. j(oy)ful

RHYME WORDS

Write the list word that rhymes with the other words in each line.

- | | |
|------------|---------|
| 1. broil | spoil |
| 2. spout | about |
| 3. destroy | annoy |
| 4. round | found |
| 5. louder | chowder |
| 6. foul | howl |

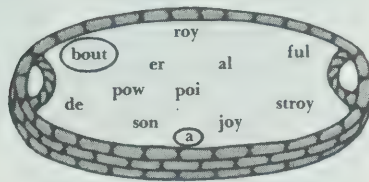
oil



SYLLABLE BASKET

Put the syllables together to form list words.
Use each syllable only once.

Example: (a) (bout) = about



hour
power

The /ou/ sound in a word is usually spelled ou or ow.

oil
royal

The /oi/ sound in a word is usually spelled oi or oy.

35

Answers:

2. scout
3. enjoy
4. ground
5. powder
6. owl

royal
poison
joyful
destroy
power

that follow this rule. Then read the /oi/ formula and repeat this procedure. Be sure to examine syllable patterns in terms of each pupil's dialect since these patterns may differ in different dialects and areas.

B

Rhyme Words. Have pupils read the directions and pronounce the words in item 1. Ask them to read each word in the line both before and after choosing an answer. Help them see that in items 5 and 6 the /ou/ sound is spelled by two different grapheme combinations.

Syllable Basket. In this activity pupils combine syllables to form list words.

First check to see that everyone knows what a syllable is. Ask: "How many syllables do you hear in **man**? In **powder**?" Define syllable as a word part with a single vowel sound. Use

powder as an example: Say the word and write it in syllables on the board. (pow·der) Then ask: "How many parts, or syllables, do you hear in **noisy**? What are they?" (noi·sy) Write the syllables on the board. Repeat this procedure for **enjoy**.

Next have pupils tell what the basket contains. Help them read the directions and pronounce all the syllables. Have pupils begin by forming the word **about**.

Then have pupils read and spell the words. Write the words on the board, dividing them into syllables.

Formulas. Read the /ou/ formula and say the words **hour** and **power**. Ask the class to turn to the list words on page 34 and find two other pairs

Supplementary Activity

Other Words. Tell pupils that you have four vowel bins, labeled **ow**, **ou**, **oi**, and **oy**. Write the labels on the board and ask the class to make corresponding columns on their papers. Pick words at random from the lists below and pronounce them for pupils. Instruct pupils to write each word in the appropriate column.

ow
how
cow
down

ou
house
found
south

oi
point
join
soil

oy
boy
joy
coy

Answers:

- | | |
|--------|------|
| joyful | 1. a |
| moist | 2. a |
| enjoy | 3. a |
| power | 4. a |
| crowd | 5. a |

C

WRITE AND REVIEW

Ask pupils how the letters **p**, **f**, and **j** are alike. (They begin by curving up from the base line.) Remind pupils that **f** is a full space high, **j** is one-third of a space high, and **p** is two-thirds of a space high.

p—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the height of small **d** and **t**). 2. Straight slant down past the base line, loop around (to the left), and curve up to form another loop (to the right above the base line). 3. Curve up.

f—Number Count: 1-2

—Descriptive Count: 1. Curve up, loop down in a straight slant past the base line, and loop up (to the right) to the base line where you touch the down-stroke. 2. Curve up from the base line.

j—Number Count: 1-2-dot

—Descriptive Count: 1. Curve up. 2. Back down again in a straight slant past the base line and loop up (crossing the down-stroke at the base line). Dot the letter.

Tell pupils to write each answer carefully in the second activity. (**joyful**, **moist**, **enjoy**, **power**, **crowd**) Then have them draw dashed, slanted lines through the down-strokes of the letters to check for slant.

Misfits. The focus is on the initial schwa sound spelled **a**. Guide pupils to see that the beginning sound in all the words is spelled **a**. Emphasize that the **a** is part of the word and that they should not be writing two separate words. Say each word. Write it on the chalkboard and circle the **a**.

WRITE AND REVIEW

Practise each letter.

f 1-2

j 1-2-dot

p 1-2-3

Write the list word that means nearly the same as each word below.

noisy

loud

like

happy

strength

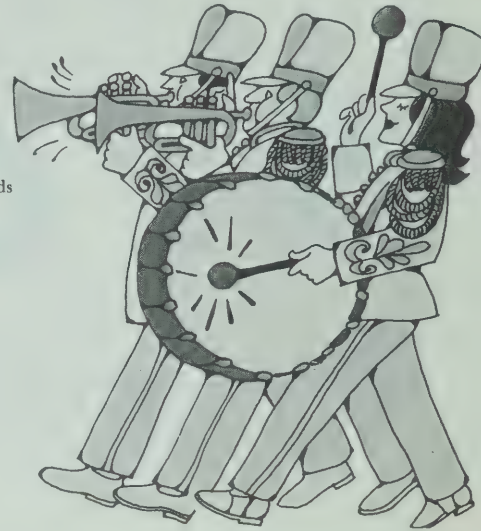
wet

many people



Name the letter missing from the words below. A clue is given for each word.

- _____bove opposite of below
- _____mong in the middle of
- _____long with
- _____gainst opposite of for
- _____head opposite of behind



36

Supplementary Activity

Practice. Read the following sentences and the possible answers. Repeat both choices at least once. Ask the class to write the word that fits the sentence. (Answers are in heavy type.)

John went 1. _____(**along**, against) with me to the library. We found that George had arrived there 2. _____(**above**, ahead) of us. I couldn't find a hobby book 3. _____(**among**, ahead) the books on the shelf. The librarian found one for me on a shelf high 4. _____(**above**, ahead) my head. She was 5. _____(**among**, **against**) my taking out five books at one time.

D

Unit 9 Quiz

- Please **oil** my bicycle.
- Don't **destroy** your old toys.
- Where did you find the **owl**?
- That is **our** treehouse.
- The bottle was marked "**poison**."
- Buffalo Bill was a good **scout**.
- The earthquake **shook** the ground.
- Someone has taken the **royal** crown.
- The fresh bread was **moist**.
- The electric **power** went off.
- He escaped into the **crowd**.
- Why are you so **noisy**?
- The crowd was **joyful**.

LOOK AGAIN

FLIP CARDS

Make a flip card for each of the /ou/ spellings, **ou** and **ow**, and each of the /oi/ spellings, **oi** and **oy**. When your teacher says a word, show the card that spells the /oi/ or /ou/ sounds.



MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

1. our	hour	our	sour
2. spout	spot	sport	spout
3. moist	most	mist	moist
4. enjoy	make	enjoy	joyful
5. aloud	aloud	allowed	alone
6. crowd	crow	crowed	crowd

LOOK AHEAD

MATCH THE MEANINGS

Match the words that have similar meanings.

- | | |
|-----------|-----------|
| 1. loud | a. wet |
| 2. moist | b. earth |
| 3. crowd | c. noisy |
| 4. ground | d. mob |
| 5. round | e. circle |

MAD MAX

Change each word in heavy type to a list word to make sense out of Mad Max's mixed-up story.

"Once I led the Cub **spouts** to the camp **hound**. We saw an **hour** in the tree and **noisy** ivy in the woods. Thanks to me, we found our way back home."



14. I **enjoy** writing stories.
15. That is a strange **powder**.
16. The truck made a **loud** noise.
17. You are one **hour** late.
18. What story is **about** a dog?

E

LOOK AGAIN

Flip Cards. Have pupils read the directions and make two flashcards. On one card have them write **ou** on one side and **ow** on the other. On the second card have them write **oi** on one side and **oy** on the other. Be sure they understand that they are to hold up the card representing the correct

spelling of the vowel sound in each word you pronounce.

In addition to the following words you may wish to use words your pupils have trouble spelling.

- | | |
|-----------|-----------|
| 1. scout | 6. ground |
| 2. power | 7. about |
| 3. poison | 8. crowd |
| 4. moist | 9. noisy |
| 5. royal | |

Matcho. This exercise provides practice in visual discrimination. Pupils should write the word that is spelled the same as the first word in each line.

Emphasize that at the end of a word **ow** usually stands for /ō/, but in the middle of a word it stands for

Answers:

LOOK AHEAD

1. c
2. a
3. d
4. b
5. e

scouts
ground
owl
poison

that follow this rule. Then read the /oi/ formula and repeat this procedure. Be sure to examine syllable patterns in terms of each pupil's dialect since these patterns may differ in different dialects and areas.

Supplementary Activity

Homonyms. Ask pupils to read the words in Matcho again and name the homonyms. (**our**—**hour**; **aloud**—**allowed**) Have them use each word in a sentence.

LOOK AHEAD

Match the Meanings. In this activity pupils are to find words with similar meanings. Have them read the directions and complete the exercise.

Mad Max. Have pupils read the story before they change the words in heavy type to list words.

Supplementary Activity

Find the Opposite. Tell pupils that this exercise is like Match the Meanings but that here they are to match words that are most nearly opposite in meaning. Write the following words on the board. Have pupils copy the words and draw lines connecting words that have opposite meanings. (Answers are in parentheses.)

- | | |
|----------------|------------|
| 1. enjoy (e) | a. make |
| 2. royal (c) | b. air |
| 3. our (d) | c. common |
| 4. destroy (a) | d. their |
| 5. ground (b) | e. dislike |

Answers:

deer
elephant
fox
mouse

no

airport
ate
brunch
bush

airport
dinner

calendar
coarse
collar
course
dear

airport
dinner
yes
yes

airport, dear

Emphasis—The main aspects of the grade 4 Spelling Dictionary: alphabetical order, entry words, syllabication, pronunciation, and definition.

Additional Resources—Use Enrichment Activities 9 and 10: Order in the Court and Open Book Crossword.

A

Note: Dictionary Unit activities may be completed in four teaching periods.

Alphabetizing. This activity shows that alphabetical order, or a-b-c order, is a way of listing words. Introduce the term *alphabetical order*. To help pupils alphabetize the animal names have them pronounce each name and name the initial letter of each word. If pupils have trouble have them cover up all but the first letters of the four words. Ask: "Which comes first in the alphabet, **m**, **d**, **f**, or **e**?" Help pupils see that the alphabetical order of the words is **deer**, **elephant**, **fox**, and **mouse**. Next have pupils write the words in alphabetical order.

Guide Words. Before beginning the activity have pupils leaf through their Spelling Dictionaries, noting the words at the top of the page. Then have them follow the directions in the first sentence. Discuss the question that follows and ask pupils to find other examples of guide words.

Have pupils continue reading the

10

YOUR SPELLING DICTIONARY

ALPHABETIZING

Read the animal names below.

mouse fox deer elephant

When words are in a-b-c order, they are in **alphabetical order**. Write the animal names above in a-b-c order.

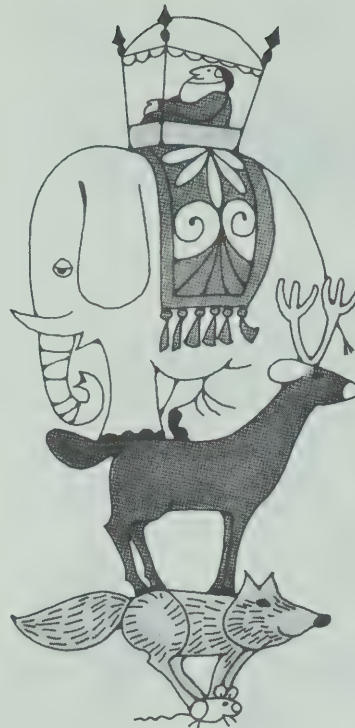
GUIDE WORDS

Look at page 139. What are the words at the top of the page? These words are called **guide words**.

What is the first word on the page? What is the last word? Are the words between in a-b-c order? Are the first and last words the same as the guide words?

If the words below were on one page in your dictionary, would they be in this order? Write the words in a-b-c order. Write the guide words for this page.

course ate dear
coarse collar airport
bush brunch calendar



38

exercise. Help them see that the two words at the top of the page tell what the first and last entry words on the page are. Point out that all the words on a page are arranged alphabetically between the two guide words.

In alphabetizing the words at the bottom of the page have pupils name the first letters of the words. Point out that some of the words begin with the same letter. Ask: "When two or more words begin with the same letter, which letter do you then alphabetize the words by?" (the second)

"When the first and second letters are the same, which letter do you alphabetize the words by?" (the third) Help pupils see that words are alphabetized by the first letters that are different.

Using **t** and **i**, the second letters of **ate** and **airport**, have pupils tell which would come first in alphabetical order. Continue in the same way with the remaining groups of words. Have pupils write all the words in alphabetical order and put the guide words at the top of the page.

SYLLABLES

Say the words **him** and **himself**. Which word has one vowel sound? Which word has two vowel sounds?

Say the words again. When you say the word **him**, do you pause anywhere in the word? When you say **himself**, do you pause anywhere?

A word part that has a vowel sound is called a **syllable**. Some words have one syllable because they have only one vowel sound. Other words have more than one syllable because they have more than one vowel sound.

Say the word **him**. How many vowel sounds does it have? How many syllables?

Say the word **himself**. How many vowel sounds does it have? How many syllables?



ENTRY WORD AND RESPELLING

The first spelling of every word on a dictionary page is called an **entry word**. Following every entry word is a **dictionary respelling**. A dictionary respelling shows you how to say a word.

Turn to page 138 to see the symbols that are used in forming a dictionary respelling. How would you say this word: / ʔĤār /?



Answers:

him
himself

no
yes

one
one

two
two

B

Syllables. When discussing this section point out that when one pronounces the word **himself** the pause indicates where the word is divided into syllables. Call attention to the dot in the entry word that represents the pause.

Entry Word and Respelling. After completing the activity with pupils you may wish to reinforce their under-

standing of dictionary respellings. Direct pupils to the Sound/Spelling Key on page 138. Write the symbol /ē/ on the board and ask pupils to find this symbol in the key. Have them pronounce each word that appears after the symbol. Ask: "Which sound do you hear in each word?" (/ē/) "Is the sound spelled the same way in each word?" (no) Lead pupils to the conclusion that in English one sound can have two or more spellings.

Next have pupils find the /i/ and /ī/ in the key. Write **live** on the

board and have pupils pronounce it. Some pupils might pronounce the word /liv/ and others might pronounce it /līv/. Point out that both pronunciations are correct. Point out that one spelling can have two or more sounds.

Explain that the Sound/Spelling Key shows sounds and symbols. The dictionary respells every word with particular letters and symbols to show how the word is pronounced, and the Sound/Spelling Key shows how the particular symbols and letters sound.

Answers:

1. no
2. yes
3. no
4. knowing things
5. b

C

Dictionary Entry. First make sure everyone understands the meaning of the term *entry*. Explain that entry comes from the word “enter”: dictionary writers “enter” or “put in” words and their meanings. (Note: The Spelling Dictionary contains only those entries that will be looked up as a result of specific grade 4 activities.)

Have pupils read the first sentence and then look at the entry for the word **knew**. Point out that the entry word itself begins the dictionary entry. Have pupils continue reading to find out what kind of information

an entry will tell them about a word. Have pupils find another example of each piece of information in the entry **knew**.

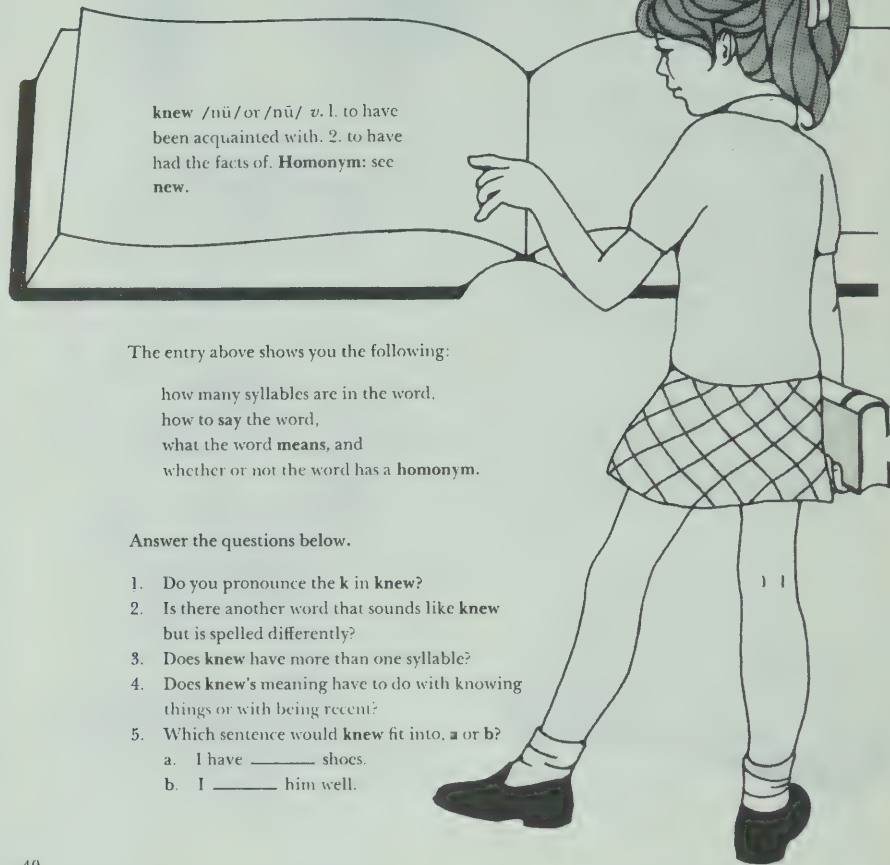
Have pupils read and discuss the questions. You may wish to reinforce pupils’ understanding of how to use an entry by having them look up **collar**, **eight**, **elephant**, **subway**, and **would**. Have them use the questions on page 40 to discuss each entry. Remind them to use the guide words in

finding each word. Instead of using the sentences in item 5 make up other sentences to go with the homonyms **ate—eight** and **wood—would**.

Point out that in using homonyms it is sometimes necessary to check the spelling of a word to make sure that the word with the right meaning has been used. Tell pupils to use their dictionaries when they need to check which spelling and meaning belong together.

DICTIONARY ENTRY

Read the entry below from your spelling dictionary.



knew /nü/or/nü/ *v.* 1. to have been acquainted with. 2. to have had the facts of. **Homonym:** see **new**.

The entry above shows you the following:

- how many syllables are in the word,
- how to **say** the word,
- what the word **means**, and
- whether or not the word has a **homonym**.

Answer the questions below.

1. Do you pronounce the **k** in **knew**?
2. Is there another word that sounds like **knew** but is spelled differently?
3. Does **knew** have more than one syllable?
4. Does **knew's** meaning have to do with knowing things or with being recent?
5. Which sentence would **knew** fit into, **a** or **b**?
 - a. I have _____ shoes.
 - b. I _____ him well.

DICTIONARY REVIEW

1. What are the guide words on page 140 of your spelling dictionary?
2. Would you expect to find the word **wood** on that page?
3. Put the words below in alphabetical order.

dinner	dime
dishes	die
4. How many real spellings are there of the dictionary respelling /kôrs/? Write the words that are pronounced /kôrs/.
5. What is the homonym for **red**? for **ate**?
6. Does the word **lone** mean something that is borrowed or something that is single?
7. How many vowel sounds are in the word **newspaper**?
8. How many syllables are in the word **newspaper**?



41

Answers:

1. dish, hair
2. no
3. die
dime
dinner
dishes
4. two
coarse, course
5. read, eight
6. something that is single
7. three
8. three

D

Dictionary Review. In the review of guide words in items 1 and 2 remind pupils that guide words are the words at the top of each page in a dictionary. They are also the first and last entry for the page. Have pupils leaf through their dictionaries, pointing out guide words that name the first and last entry for particular pages.

In the discussion of item 3 have pupils define "alphabetical order." Review how words are alphabetized when two or more words begin with the same letter. (The second letter then determines the order of the words.)

Item 4 refers to the pronunciation code. Have pupils find /kôrs/ by looking up **coarse** and **course**. Have someone explain how the spelling of a homonym can be checked by its

meaning. Remind pupils that one sound may have more than one spelling and that one spelling may have more than one sound, such as /liv/ and /liv/.

Items 7 and 8 review syllabication and vowel sounds. Remind pupils that a syllable is a word part with one vowel sound. Divide the word **newspaper** into syllables and underline the vowel in each syllable. (news·pa·per)

Answers:

a-C-e
ate
became
plane
tale
male

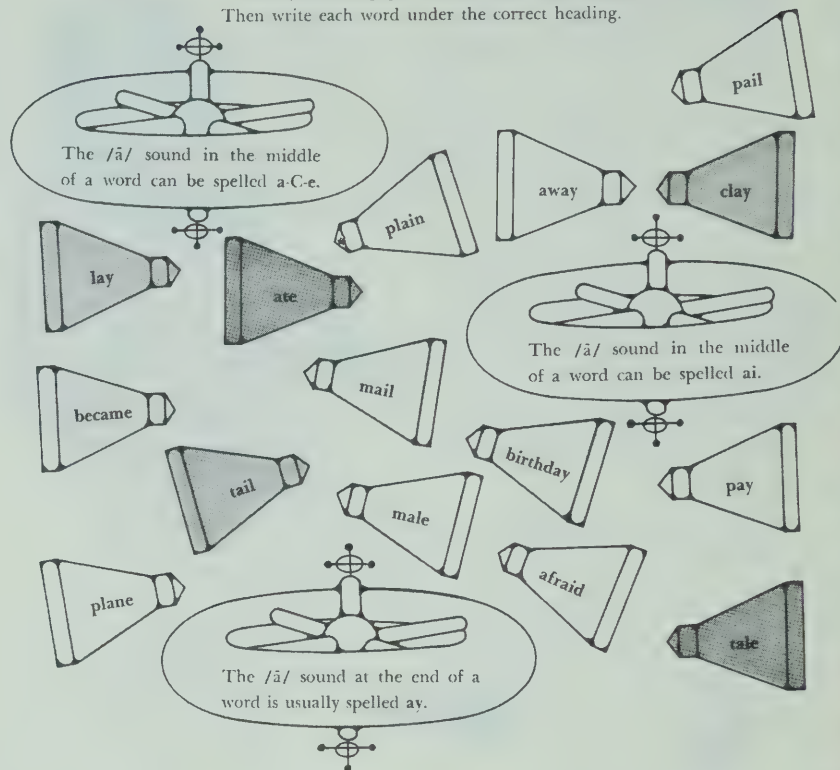
ai
mail
pail
afraid
tail
plain

ay
birthday
pay
clay
away
lay

11

REVIEW DOCK THE ROCKETS

Read the formulas below. Write the headings a-C-e, ai, and ay on your paper. Say each word in a rocket. Then write each word under the correct heading.



42

Emphasis—Review of Units 3 through 9.

A

Note: Review Unit activities may be completed in four teaching periods.

Dock the Rockets. This activity reviews the /ā/ sound spelled ai, ay, and a-C-e, introduced in Unit 4, page 14.

Tell pupils that this page is a review of Unit 4. Have them read the words in each rocket. Ask: "How are all the words alike?" (They all have the /ā/ sound.) Have pupils look at the words

and identify the ai, ay, and a-C-e spellings of the /ā/ sound.

Encourage pupils to turn to page 14 to compare the word list with the words on the rockets. Ask: "Which words are the same?" (lay, pail, became, clay, tail, birthday, plane, afraid) "Which are new words?" (Plain, male, tale, and pay; ate is a list word in Unit 3.) Help pupils pronounce all the new words; then have them write each rocket word under the correct heading.

Formulas. Have pupils read each formula and tell how it applies to the words they have written on their papers.

Supplementary Activities

Matching Games. Write a-C-e, ai, and ay on the board in red, green, and blue chalk, respectively. Underneath, write the letters, leaving blanks for the letters in parentheses, in one column, and in another write the colours that are in parentheses. Have pupils match the colours and complete the list words.

1. m(a)l(e) (red)
2. p(ay) (blue)
3. m(ai)l (green)
4. afr(ai)d (green)
5. cl(ay) (blue)

FOLLOW THE FORMULAS



The word **sleep** follows a formula on page 19. Write the words that follow the same formula.

	lead	
deep	jeep	kneel
	keep	beep
	peep	steal
	real	leap
seen	believe	

Write the letters that stand for the /ē/ sound in the words you just wrote.

The words **easy** and **reach** follow formulas on page 19. Write the words that follow the same formulas.

	hear	fever	
meat	beaver	cheat	
	sweat	meet	
	read	eaten	
eager	least		
sweet	beast		

Write the letters that stand for the /ē/ sound in the words you just wrote.



43

Answers:

deep
keep
seen
peep
jeep
kneel
beep
ee

hear
cheat
eaten
least
meat
beaver
read
beast
eager
ea

the words in the bottom box and identify the /ē/ sound spelled ea. Have someone read aloud the other two formulas on page 19. Ask: "In which words with the /ē/ sound does ea come at the beginning? In the middle?"

Discuss how the formulas on page 19 apply to the words on page 43. Reinforce the idea that the /ē/ sound can be spelled two different ways. Have pupils read the directions and complete the exercise.

Supplementary Activity

Identify the Formula. Write the words **deep**, **eat**, and **read** on the board. Have pupils tell which formula on page 19 applies to each word. Then pronounce the following words and have pupils tell which word on the board is spelled with the same formula.

sheet	ease	beef
heat	seek	steep
eaten	seal	stream
sleep	heat	leaf
speech	easy	least
meal	eager	beast
sweet	cheat	eagle

B

Follow the Formulas. This activity reviews the /ē/ sound, introduced in Unit 5. Have pupils read the words in the first box and identify the /ē/ sound. Have pupils look at the words in the top box on page 43 and identify the words in which the /ē/ sound is spelled ee. Then have them turn to page 19 and read the formulas at the bottom of the page. Ask: "Which formula applies to the words you have just read?" (the bottom one)

Ask: "What other way can the /ē/ sound be spelled?" Have pupils read

Homonyms. Have pupils find words in Matching Games that are homonyms. (**male—mail; tale—tail; plane—plain**) Have them use each word in a context sentence and then have them compare the /ā/ spelling in each word.

Answers:

1-3: Answers will vary.

dime
fire
quite
hike
pine



2. Write three list words from page 22 that have the /ō/ sound spelled as in **poach** and **roach**.

3. Write three list words from page 22 that have the /ō/ sound spelled as in **close** and **phone**.

FIND THE WORDS

1. The words **hollow** and **bellow** are like some of the list words on page 22. Write three list words that have the /ō/ sound spelled as in **hollow** and **bellow**.



CHOOSE THE /i/ WORDS

Say the words below. Write each word that follows the formula on page 27.

- | | |
|----------|----------|
| 1. dime | 6. try |
| 2. dim | 7. hike |
| 3. fir | 8. light |
| 4. fire | 9. pine |
| 5. quite | 10. chin |

44

C

Find the Words. Tell pupils that this activity reviews Unit 6. Have them turn to page 22 and look at the three groups of words in the word list. Ask: "What vowel sounds do these words have in common?" (the /ō/ sound) "What three ways can the /ō/ sound be spelled?" (**ow**, **oa**, and **o-C-e**) Have pupils identify which spelling pattern each group of list

words follows. Then have them turn back to page 44 and read and follow the directions in each part.

Choose the /i/ Words. Tell pupils that this activity reviews Unit 7. Have them turn to page 26 and go over the word list. Ask: "What vowel sound do the words have in common?" (the /i/ sound) Pronounce several of the words and have pupils listen to the words and tell which letters make the sound. Have someone read aloud the formula on page 27. Point out that in all of the list words the /i/ sound is spelled with the **i-C-e** pattern. Have pupils turn to page 44 and follow the directions.

Supplementary Activity

Practice with the /ō/ Sound. Pronounce each of the following words and select pupils to tell whether the /ō/ sound in each word is spelled **ow**, **oa**, or **o-C-e**. After the spelling pattern has been identified have the pupil spell the word.

elbow	roam	alone
rainbow	coach	shone
pillow	toad	cone
sorrow	goal	boast
hose	swallow	roar
willow	home	loan
narrow	loaf	groan

SOUND RIDDLES

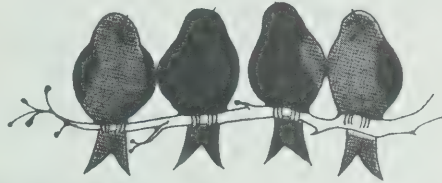
1. I am in **hood** and **took**. What sound am I? What letters stand for me?
2. I am in **oil** and **moist**. What sound am I? What letters stand for me?
3. I am in **cartoon** and **booth**. What sound am I? What letters stand for me?
4. I am in **royal** and **enjoy**. What sound am I? What letters stand for me?
5. I am in **hour** and **scout**. What sound am I? What letters stand for me?
6. I am in **crowd** and **owl**. What sound am I? What letters stand for me?



LINE UP THE SOUNDS

On your paper, line up the words in the second column that share a vowel sound spelling with the words in the first column.

- | | |
|-----------|------------|
| 1. stool | a. chowder |
| 2. look | b. pout |
| 3. joyful | c. nook |
| 4. poison | d. employ |
| 5. loud | e. hoist |
| 6. power | f. scout |



45

D

Sound Riddles. Tell pupils that this activity reviews Units 8 and 9. Have them turn to pages 30 and 34 and look at the words in the two word lists. Ask: "What vowel sounds do the words on page 30 have?" (/û/ and /ü/) "What vowel sounds do the words on page 34 have?" (/ou/ and /oi/) "How are the /û/ and the /ü/ sounds spelled?" (oo) "How is the /ou/ sound spelled?" (ou or ow) "How is the /oi/ sound spelled?" (oi or oy) Pronounce several of the list words from both pages and have pupils tell how each word is spelled.

Next have pupils read the name of the exercise on page 45. Tell them that the riddles here are different from the riddles on other pages. The riddles in the Review Units are about sounds and how they are spelled. Have pupils read the directions and answer the riddles.

Line Up the Sounds. Tell pupils that this exercise reviews the /û/, /ü/, /ou/, and /oi/ sounds introduced in Units 8 and 9. Pronounce each word in the left column and have pupils identify the vowel sound. Then have pupils tell how the sound is spelled. Pupils should then read the directions and complete the exercise.

Answers:

1. /û/ oo
2. /oi/ oi
3. /ü/ oo
4. /oi/ oy
5. /ou/ ou
6. /ou/ ow

1. f
2. c
3. d
4. e
5. b
6. a

Supplementary Activity

More Sound Riddles. Read the following riddles to pupils. Have them identify the sound in the word at the end of each line, tell how it is spelled, and then answer each riddle.

No need for brush, no need for broom.
I'm used a lot to tidy a room.
(A vacuum cleaner.)

Up and down, up and down,
Touching neither sky nor ground.
(A pump handle.)

My first syllable is a tool,
My second a coin;
My whole is speech that's sometimes annoying.
(Accent or ax-cent.)

Answers:

year
scare
chair
clear
near
fear
cheer

the /ā/ and /ir/ sounds
no

12

CODE-O

<u>air</u>	fair	hair	pair	chair	stair	air
<u>care</u>	scare	square	care			
<u>ear</u>	dear	near	year	clear	fear	ear
<u>deer</u>	cheer	steer	deer			

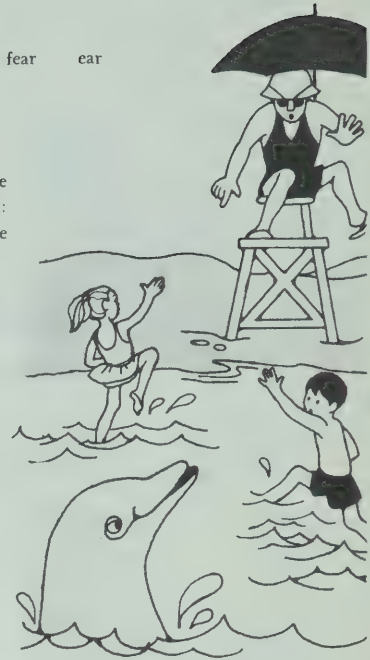
Break the code by figuring out what letters the symbols \diamond , \diamond , \diamond , and \diamond stand for. (Hint: The code words come from the list.) Write the list words to complete the story.

THE SCARE

This y \diamond at the beach we got quite a
sc \diamond One day, the lifeguard, who was
sitting in his tower ch \diamond , spotted something
in the cl \diamond water.

"Look out!" he called to us. "There may be
a shark n \diamond you."

Full of f \diamond , we swam quickly back to shore.
When we saw that it really was a dolphin,
we gave a loud ch \diamond !



What sounds do the symbols stand for? Does each
symbol stand for the same letters?

46

Emphasis—The /ā/ sound spelled
air or are and the /ir/ sound spelled
ear or eer.

Additional Resources—Use Enrich-
ment Activities 11 and 12: The Rare
Pair Puzzle and Crystal Clear.

A

Code-O. This activity calls atten-
tion to words with the /ā/ sound
spelled air and are and to words with
the /ir/ sound spelled ear and eer.

Remind pupils that a code is a sys-
tem of symbols used to represent
words and that to "break the code" is

to find out what the symbols mean.

Have pupils read the directions
and identify the symbols. Tell pupils
that each symbol stands for different
letters and sounds. Have them read
the story and write the list words that
complete the story. Discuss the ques-
tions at the bottom of the page and
find out how many pupils broke the
code.

Have pupils pronounce the words
they have written and listen to the

vowel sounds. Ask: "Is the vowel
sound the same in all of the words?"
(no) "How many different sounds do
you hear in the seven words?" (two:
the /ā/ sound, as in care, and the
/ir/ sound, as in ear) "What are two
ways to spell the /ā/ sound?" (air
and are) "The /ir/ sound?" (ear and
eer) Have pupils find the list words
with air, are, ear, and eer spellings
and tell which symbol stands for each
group of words.

ONE SOUND—TWO SPELLINGS

For each word below, write a list word that sounds the same but is spelled differently.

1. pear pair
2. dear 4. stare 6. deer
3. hare 5. fare

When two words sound alike but are spelled differently, what are they called?

RHYME TIME

Complete the poem with list words.

Bring some money, and breathe some ____.
It's not funny, so do take c ____.
It's auction time in the old town squ ____.
Have no worry, and have no f ____.
Now don't hurry, but lend your ____!
If you don't watch out, you'll buy a st ____!

In the first verse, what parts of the list words sound the same? Are they spelled the same?

In the second verse, what parts of the list words sound the same? Are they spelled the same?

air
care

The /är/ sound in a word can be spelled air or are.

ear
deer

The /ir/ sound in a word can be spelled ear or eer.



Answers:

2. deer
3. hair
4. stair
5. fair
6. dear

homonyms

air
care
square
fear
ear
steer

endings
no
endings
no

In discussing the questions at the bottom of the page point out that the rhyming words in each verse are spelled with two different graphemes having the same sound. In the first verse the sound is /är/ and the graphemes are **air** and **are**. In the second verse the sound is /ir/, and the graphemes are **ear** and **eer**.

Formulas. Have pupils read the formulas and tell how they apply to the key words and to the words written for Rhyme Time.

Supplementary Activity

Word Groups. Have pupils divide their papers into four parts. Have the parts labelled **air**, **are**, **ear**, and **eer**, respectively. Pronounce list words from the four groups in the word list. Have pupils write the word you pronounce under the grapheme that spells the word correctly.

B

our yard. I have a new **pair** of shoes."

Ask: "What are the homonyms in these sentences?" (**pear** and **pair**) Write the sentences on the board and underline the words. Have pupils tell how the words differ in spelling and meaning. Continue in the same way with the remaining words.

Rhyme Time. In this activity pupils are to write list words that will complete the poem. Tell pupils that the words in each verse rhyme.

One Sound—Two Spellings. This exercise demonstrates that one sound may have more than one spelling.

Remind pupils that when words sound alike but have different spellings and meanings they are called homonyms. Have pupils read the directions. Then read aloud the following sentences: "We have a **pear** tree in

Answers:

1. e
2. e
3. e
4. e
5. e

C

WRITE AND REVIEW

Remind pupils that although **g** and **q** begin alike their final strokes are quite different. Illustrate each letter on the board. Point out that **g** extends downward on a slant and curves up to the left; **q** extends downward on a slant and curves up to the right.

g—Number Count: 1-2

—Descriptive Count: 1. Around. 2. Straight slant down past the base line and loop up (to the left).

q—Number Count: 1-2-3

—Descriptive Count: 1. Around to the left. 2. Straight slant down past the base line and loop up (to the right) to the base line. 3. Curve up.

As additional practice guide pupils in making a letter train for both **g** and **q**.

Have pupils copy the sentence in the third activity. Tell them to check the shape of their letters against models in their books. When they have finished explain that two triangles can make a square. Ask pupils what letters spell the /ā/ sound in **square**. (**are**) Ask pupils to look at their list words and find another spelling for the /ā/ sound. (**air**)

WRITE AND REVIEW

Practise each letter.

g

q

Make a "letter train" like each "train" below.

ggggg

qqqqq

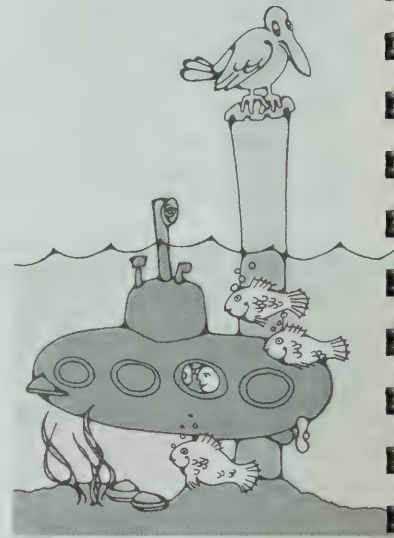
Copy the sentence.

George was quite sure two triangles would make a square.



Name the letter missing from the words below.

1. b____come to turn into
2. b____came to have turned into
3. b____gin to start
4. b____low opposite of above
5. b____side along, next to



Misfits. The focus is on the unaccented /i/ sound spelled **e**. Pupils might spell the sound as **i**, **e**, or **u**. Help them see that in all the words the /i/ sound is spelled **e**. Say each word. Write it on the board and circle the **e**.

Supplementary Activity

Practice. Write the following sentences on the board, leaving blanks for the words in parentheses. Have pupils copy the sentences, using the appropriate misfits.

1. I want to (**become**) an astronaut.
2. My dog sleeps (**beside**) me.
3. We (**became**) tired from running.
4. John lives (**below**) our apartment.
5. We want to (**begin**) our lunch.

D

Unit 12 Quiz

1. Does your ear hurt?
2. I don't care if it hurts.
3. Don't stand on the chair.
4. Don't go near the water.
5. There is nothing to fear.
6. My kitten washed her hair.
7. Let's go to the fair.
8. What brand did you put on the steer?
9. The city air is polluted.
10. Earle is going to Mexico next year.
11. Don't scare the bird.
12. The startled deer ran off.
13. Many letters begin with the word dear.

LOOK AGAIN

MATCHO

Cover the first word in each line. Then write the word that is spelled the same as the first word.

1. care	core	car	care	cure
2. cheer	chair	cheer	chore	char
3. scare	scour	scare	sear	score
4. fear	fair	fear	fare	fore
5. air	are	ore	air	aim

SOUND-ALIKES

Which homonym belongs in each sentence?

1. pair pear

She is eating a _____.

2. deer dear

Don't scare the _____.

3. hare hair

She's brushing her _____.

4. fair fare

Let's go to the _____.

LOOK AHEAD

WORD BUILDING

Add the letters ai, ea, or ee to make words from the letters below. Do not write the same word twice.

- | | |
|------------------|----------------|
| 1. f <u>ai</u> r | 7. h _____ r |
| 2. h _____ r | 8. ch _____ r |
| 3. p _____ r | 9. _____ r |
| 4. ch _____ r | 10. p _____ r |
| 5. st _____ r | 11. st _____ r |
| 6. _____ r | 12. f _____ r |

SILLY SENTENCES

Use six of the words from WORD BUILDING in a silly sentence, such as this: "I feel the air in my ear." Underline the words you use.

Answers:

LOOK AGAIN

- pear
- deer
- hair
- fair

LOOK AHEAD

- hair
- pair
- chair
- stair
- air
- hear
- cheer
- ear
- pear
- steer
- fear

Answers will vary.

"Could you use ee in this word pattern?" (no) "Why?" (Feer is not a word.) Continue in the same way with the remaining words.

Silly Sentences. Have pupils pronounce the words they wrote in Word Building. Ask: "Could you use some of these words in a silly sentence?" Have someone read aloud the silly sentence given in the directions. Then have everyone write his or her own silly sentence. Have some of the sentences read aloud.

Supplementary Activity

More Silly Sentences. Pass a sheet of paper around the room and have each pupil write a silly sentence. The sentences should be written one after the other in paragraph form. Each pupil should read what has been written before and write a sentence that has continuity with the others. You may begin the activity by writing on the paper: I awoke last night at 3:00 A.M. and found myself wandering down the stairs.

- The crowd gave a loud cheer.
- Would you like a square of chocolate?
- Jessie likes to sit on the top stair.
- The skies were clear.
- I found a pair of gloves.

pils discuss the meaning of the words and write and complete each sentence.

LOOK AHEAD

Word Building. Have pupils read the directions. Then have them look at the first word pattern, f _____ r. Ask: "What word would we make if we wrote ai in the blank?" Write fair on the board and have pupils pronounce it. Identify the /ā/ sound.

Say: "Look at the remaining letters with blanks. Do you see f _____ r again?" (yes: item 12) "What other word could you make with this word pattern?" Help pupils see that by putting ea in the blank they can make fear. Write fear on the board and identify the /ir/ sound. Ask:

E

LOOK AGAIN

Matcho. This exercise provides practice in visual discrimination. Pupils should write the word that is the same as the first word in each line.

Sound-Alikes. This activity shows that the same sound can have different spellings and meanings. Have pu-

Answers:

ear, or
the /ër/ sound

heard
word
worm
earnest
search
early
worry
world
worth
earth

13

CARTOON CAPERS

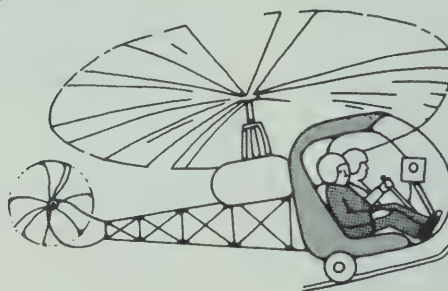
<u>work</u>	world	word	worth	worthy	worm	worst	worse
	worry	worship	work				
<u>early</u>	earn	earnest	earth	heard	learn	pearl	search
	early						

Complete the poem with list words.

Ever h____d
of the whirlybird
On the radio
with the traffic w____d?
"Traffic crawls
slow as a w____m,
Cars stack up,
drivers squirm."
An ____nest s____ch
it makes so ____ly.
Drivers learn
facts very surely.

How to find
streets in a hurry.
Where driving is
less of a w____ry.
What in the w____ld
can be the w____th
Of driving on
a car-filled ____th?

What letters did you use to complete the words in the poem? What sounds do these missing letters stand for? Now write each complete word.



50

Emphasis—The /ër/ sound spelled or and ear.

Additional Resources—Use Enrichment Activity 13: The Word Bird's Secret.

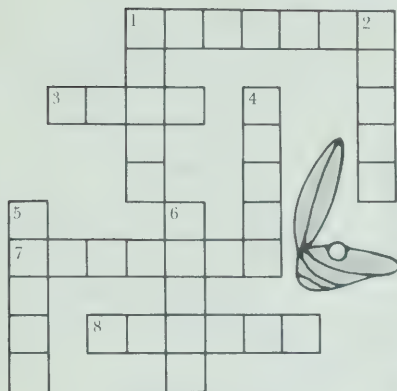
A

Cartoon Capers. This activity calls attention to words having the /ër/ sound spelled or, as in **work**, and ear, as in **early**.

Tell pupils they are to complete the poem with list words. Point out that letter clues are given for each missing word. As pupils identify the words write them on the board.

Next have pupils read and discuss the questions at the bottom of the page. Help them see that all of the words have the /ër/ vowel sound. Using the words on the board underline the /ër/ sound in each and point out that the /ër/ sound can be spelled either or or ear.

CROSSWORD



Use list words to complete the crossword puzzle.

ACROSS

1. to adore, honour
3. homonym for urn
7. hardworking
8. honourable

DOWN

1. opposite of better
2. found in an oyster
4. opposite of best
5. get new ideas, skills
6. homonym of herd

Answers:

ACROSS

1. worship
3. earn
7. earnest
8. worthy

DOWN

1. worse
2. pearl
4. worst
5. learn
6. heard

1. worker

2. earner

3. learner

4. searcher

PEOPLE WHO DO THINGS

Some words tell about people and what they do, such as **teacher** and **singer**. Change the words below so that they tell about people.

1. work
3. learn
2. earn
4. search



work

The /ér/ sound in a word can be spelled **or** after a **w**.

early

The /ér/ sound in a word can be spelled **ear**.

Formulas. Have pupils read the formulas and tell how they apply to the key words.

Supplementary Activity

Which Word? Write the following sentences on the board, omitting the answers in parentheses. Have pupils correct the key words as they copy the sentences.

1. Jack **work**(s) at the drug store.
2. He is a hard **work**(er).
3. Mary **sing**(s) in church.
4. She is a good **sing**(er).
5. The student is a fast **learn**(er).
6. She **learn**(s) quickly.

B

Crossword. Refer to page 23 and review with pupils how crossword puzzles are worked.

Help pupils read each clue and remind them that the answers can be found in the list words. After a clue is read have pupils write the correct list word on their papers.

People Who Do Things. Begin by writing the following sentence on the board: **People who speak are called _____.** Let pupils suggest and write the word **speakers** to complete the sentence. Ask: "How do the two underlined words differ?" (**Speaker** has the **er** ending.) Help pupils see that when **er** is added to a word the resulting word names someone who does something.

Answers:

1. igh
2. igh
3. igh
4. igh
5. igh

C

WRITE AND REVIEW

Review the formation of capital letters **A**, **O**, and **D**. Then have pupils practise writing **A**, **O**, and **D** as they say each letter's number count.

A—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Straight slant down and curve up (at the base line).

O—Number Count: 1-2

—Descriptive Count: 1. Around to the left. 2. Small loop and swing up.

D—Number Count: 1-2-3

—Descriptive Count: 1. Curve down and make a small loop at the base line. 2. Around and curve up with a small loop at the top just touching the starting point. 3. Swing out and up.

As additional practice in forming these letters have pupils write the months **August**, **October**, and **December**. Then have pupils check the size of their letters.

Remind pupils to carefully copy the sentence in the third activity. Ask pupils to name the letters that spell the /ër/ sound in **worst** and in **early**. (**or**, **ear**)

Misfits. The focus in this activity is on the /i/ sound spelled **igh**, as in **high**. Pupils might spell this sound **i**. Guide pupils to see that the /i/ sound in all the words is spelled **igh**. Say each word. Write it on the board and circle the **igh**.

Supplementary Activity

Dictation and Practice. Dictate the following list of words:

night
high
sight
highest

light
highways
higher

Help pupils correct their dictation. Then write the following paragraph on the board, leaving blanks for the words in parentheses. Ask pupils to use the words to complete the paragraph.

Have you ever been on a hike in 1. (high) mountains? As one climbs 2. (higher) and (higher), the roads and 3. (highways) stretching out below are such a beautiful 4. (sight). Once we camped out at 5. (night) and got up early in the morning to see the 6. (light) of the sun as it rose from behind the 7. (highest) mountain.

WRITE AND REVIEW

Practise each letter.

A^{1 2}

O^{1 2}

D^{1 2 3}

Write each word below.

August

October

December

Copy the sentence.

The worst storm of the season was early in August.



Name the letters missing from the words below.
A clue is given for each word.

1. h_____ opposite of **low**
2. h_____er opposite of **lower**
3. h_____ly opposite of **lowly**
4. h_____est opposite of **lowest**
5. h_____way a main road



D

Unit 13 Quiz

1. Tanya has a **pearl** necklace.
2. Ben left to **search** for gold.
3. Where is the **world** map?
4. Do you **work** after school?
5. How much is that vase **worth**?
6. How do you **earn** extra money?
7. Dale used the **worm** for bait.
8. The lion woke up **early**.
9. This is the **worst** cold I have had.
10. Do you **worship** in church?
11. Don't **worry** about me.
12. Do you mean that in **earnest**?
13. Wendy wants to **learn** to ride a horse.
14. Have you **heard** the news?
15. Which **word** did you miss?

LOOK AGAIN

MISSING LETTERS

Add the letters **ear** or **or** to the letters below to form list words.

1. wORld 4. ____ly
2. h____d 5. s____ch
3. w____se 6. w____ship

FIND THE WORD

Write the word in each line that was used as a list word in this unit.

1. warm	worm	won
2. earn	urn	turn
3. whirled	world	fold
4. herd	hard	heard
5. lean	learn	lane

LOOK AHEAD

MATCH THE MEANINGS

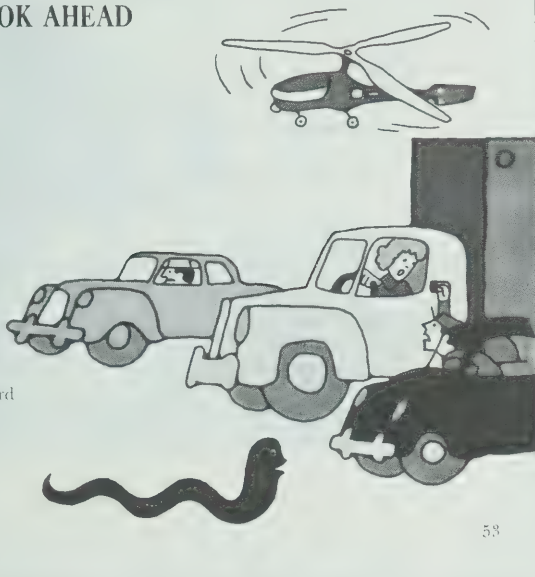
Match the words that have similar meanings.

- | | |
|------------|-------------|
| 1. earth | a. value |
| 2. learn | b. pray |
| 3. worship | c. ground |
| 4. worth | d. listened |
| 5. heard | e. study |

WRITE ABOUT WHAT HAPPENED

Write a short story about the whirlybird and the traffic.

Circle the list words that you use.



Answers:

LOOK AGAIN

2. heard
3. worse
4. early
5. search
6. worship

1. worm
2. earn
3. world
4. heard
5. learn

LOOK AHEAD

1. c
2. e
3. b
4. a
5. d

Answers will vary.

16. Not many whales are left on **earth**.
17. Wanda's cold is **worse** today.
18. Are you a **worthy** person?

E

LOOK AGAIN

Missing Letters. Write the words **worth** and **earth** on the board. Have pupils pronounce the words and identify the /êr/ sound. Then have them tell two ways to spell the /êr/ sound. (**or**, **ear**) Next have pupils read the directions and complete the exercise, using the correct spellings.

Find the Word. Have pupils read the directions. Then ask them to tell

what vowel sound all of the list words have in this unit. (the /êr/ sound) Have them read the words in item 1 and tell which word has the /êr/ sound. (**worm**) Ask: "What vowel sounds do the other words have?" (the /ôr/ sound and the /u/ sound) Have pupils write the list word. Continue in the same way with the remaining words.

Supplementary Activity

Matching Games. Write **ear** and **or** on the board in red and blue chalk, respectively. Underneath write the following letters and blanks in one column, and in another write the colours in parentheses. Have pupils match the colours and write list words.

- | | |
|--------------|--------|
| 1. (ear)ly | (red) |
| 2. w(or)ry | (blue) |
| 3. w(or)ship | (blue) |
| 4. l(ear)n | (red) |
| 5. w(or)k | (blue) |
| 6. h(ear)d | (red) |
| 7. p(ear)l | (red) |
| 8. w(or)se | (blue) |
| 9. (ear)n | (red) |
| 10. w(or)thy | (blue) |

LOOK AHEAD

Match the Meanings. Have pupils listen as you pronounce **cool**, **chilly**, and **hot**. Ask: "Which words have similar meanings?" (**cool** and **chilly**) Have pupils read the directions and complete the exercise, writing each pair of words on their papers.

Write About What Happened. Pupils may enjoy talking about traffic they have been in and, by so doing, giving each other story ideas.

Answers:

1. sailor, inspector
2. cellar, dollar
3. supper, butter

the /ər/ sound
no

14

CODE-O

butter	dinner	letter	rubber	lumber	supper	butter
doctor	inspector	tailor	motor	sailor	tractor	doctor
collar	calendar	cellar	dollar	popular	regular	collar

Break the code by figuring out what letters
the symbols ◇, ◇, and ◇ stand for.

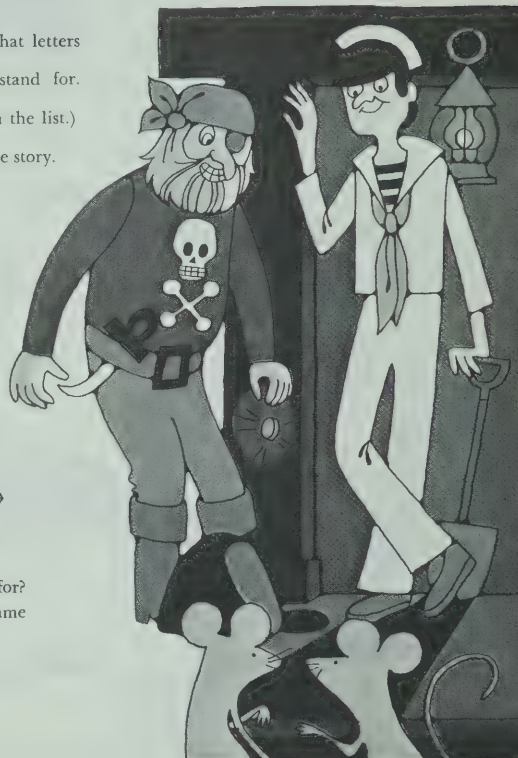
(Hint: The code words come from the list.)

Write the list words to complete the story.

THE PIRATE'S TALE

1. A pirate and a sail ◇
slipped by the inspect ◇.
2. They ran to a dusty cell ◇
And buried a golden doll ◇.
3. Then they ate a simple supp ◇
Of mouldy bread and butt ◇.

What sound do the symbols stand for?
Does each symbol stand for the same
letters?



54

Emphasis—The /ər/ sound spelled er, or, and ar.

Additional Resources—Use Enrichment Activity 14: Odd Couples.

A

Code-O. This activity calls attention to words ending with the /ər/ sound spelled er, or, and ar.

Remind pupils that a code is a system of symbols used to represent words and that to “break the code”

is to find out what the symbols mean.

Have pupils read the directions and identify the symbols. Tell pupils that each symbol stands for different letters but that all of the letters stand for the same sound. Have pupils read the poem and write the list words that complete each line. Tell them that because all the symbols stand for the same sound, they (the pupils) will have to see the word written out to

know which letters spell the sound. Remind pupils that all of the words can be found in the list words.

Then have pupils pronounce the words and listen to the ending sounds. Discuss the questions at the bottom of the page and find out how many pupils broke the code. Help pupils realize that the sound in the words is the same but that it has three different spellings.

SCRAMBLED SQUARES

Unscramble the letters in the squares to make list words.

1.

o	t	m	or
---	---	---	----

motor

4.

bb	r	u	er
----	---	---	----

2.

or	t	r	c	a	t
----	---	---	---	---	---

5.

u	ar	o	p	p	l
---	----	---	---	---	---

3.

m	u	l	er	b
---	---	---	----	---

6.

g	ar	u	r	l	e
---	----	---	---	---	---

SYLLABLE BASKET

Put the syllables together to form list words. Use each syllable only once.



butter

The /ər/ sound at the end of a word is usually spelled **er**.

doctor

The /ər/ sound at the end of a word can be spelled **or**.

collar

The /ər/ sound at the end of a word can be spelled **ar**.

B

Scrambled Squares. Have pupils read the directions and then try to pronounce the sounds on the blocks with two letters. Tell pupils that the sounds will give them one clue to what a word is and that all of the words end with the /ər/ sound. Have pupils unscramble the letters and write the list words.

Syllable Basket. First check to see that everyone knows what a syllable is.

Next have pupils look at the picture and tell what the basket contains. Help them read the directions and pronounce all of the syllables. Have pupils begin the exercise by forming the word **dinner**.

After they have finished the exercise have pupils read and spell the

Answers:

2. tractor
3. lumber
4. rubber
5. popular
6. regular

calendar
dinner
collar
motor
doctor
letter

words. Write the words on the board, dividing them into syllables.

Formulas. Have pupils read the formulas and tell how they apply to the key words. Point out the word "usually" in the first formula and the words "can be" in the others. Stress that when the /ər/ sound occurs at the ends of words, **er** is the most frequent spelling.

Supplementary Activity

Who Has the Ending? Write the list words on the board, leaving blanks for the **er**, **ar**, and **or** endings. Have each pupil sit with the palms of his or her hands together. Choose one pupil to hold a piece of chalk between his or her hands and to walk around the room putting his or her hands between the hands of all the other pupils. At some point he or she inconspicuously drops the chalk into the hands of one of his or her classmates. After all hands have been passed through he or she points to one of the words on the board and asks: "Who has the ending for this word?" Pupils then guess who has the chalk. The person with the chalk completes the word and passes the chalk to someone else.

Answers:

1. i
2. i
3. i
4. i
5. i

C

WRITE AND REVIEW

As pupils practise capital letters C and E have them say each letter's number count. Remind pupils that both letters begin with a small loop.

C—Number Count: 1-2

—Descriptive Count: 1. Loop. 2. Around to the left.

E—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and make a small loop. 3. Curve around.

Ask pupils to say the sound they hear at the end of *sailor*. /ər/ Ask how that sound is spelled. (or) Write *sailor* on the board. Remind pupils that the /ər/ sound can also be spelled *er* and *ar*.

Have a pupil read the poem aloud and then ask pupils to copy the poem. Stress that every line of a poem begins with a capital letter. Remind pupils to space the words carefully in each line and check to see that each word rests on the base line.

WRITE AND REVIEW

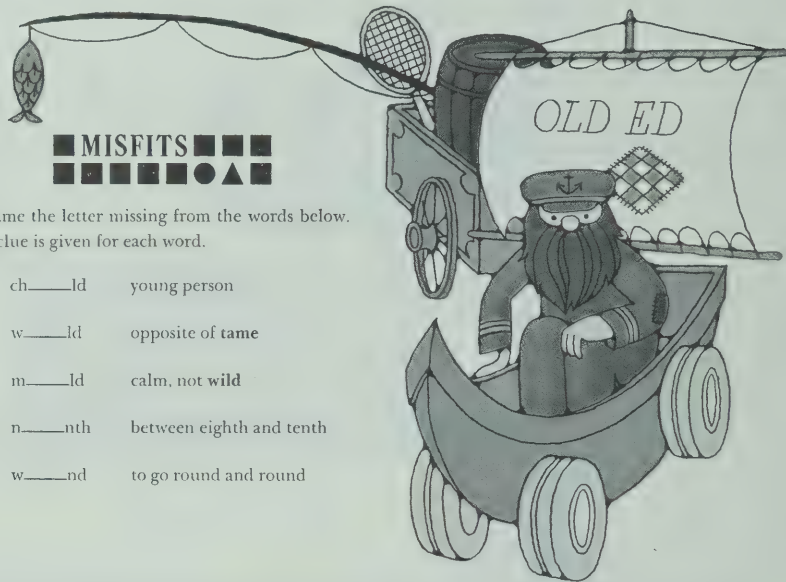
Practise each letter.

C¹⁻²

E¹⁻²⁻³

Copy the poem. Begin each line with a capital letter.

*Old Ed, the merchant sailor,
Calls at every port,
Then travels on by trailer
With goods of every sort.*



■ MISFITS ■ ■ ■
■ ■ ■ ■ ■ ○ ■ ■

Name the letter missing from the words below.
A clue is given for each word.

1. ch____ld young person
2. w____ld opposite of tame
3. m____ld calm, not wild
4. n____nth between eighth and tenth
5. w____nd to go round and round

56

D

Unit 14 Quiz

1. Do you have a silver **dollar**?
2. Who is the **letter** from?
3. The **inspector** looked at her work.
4. Nathan Green is a **sailor**.
5. Can Tom fix the **motor**?
6. Tom helped load the **lumber**.
7. Vance watched the **butter** melt.
8. Jill had pot roast for **dinner**.
9. I have a **rubber** raft.
10. We ate **supper** at ten.
11. Who is your **doctor**?
12. Gary drives a **tractor**.
13. Our cellar is **damp**.
14. Do you have a **regular** job?
15. Beards are **popular** now.
16. Where is the **calendar**?
17. Amy's dress has a **collar**.

Supplementary Activity

Practice. Write the following sentences on the board, leaving blanks for the words in parentheses. Have pupils complete the sentences with the appropriate misfits.

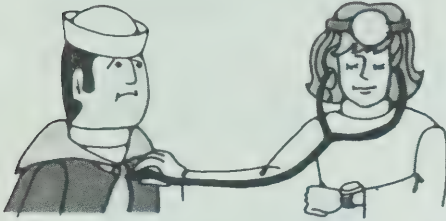
1. We left in the (ninth) inning.
2. Mike tamed the (wild) animal.
3. The wind was gentle and (mild).
4. The (child) fell off the bed.
5. Please (wind) the clock.

LOOK AGAIN

FINISH THE WORD

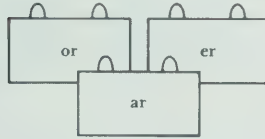
Add the endings **er**, **or**, or **ar** to the letters below to form list words.

1. butter
2. cell_____
3. doct_____
4. supp_____
5. calend_____
6. sail_____



FLIP CARDS

Make three flip cards with the letters **or**, **ar**, and **er** on them. When your teacher says a word, hold up the card with the right end letters on it.



LOOK AHEAD

WHAT AM I?

Write list word answers to the riddles.

1. I'm used in field work.
2. I help you stay healthy.
3. I am twenty nickels.
4. I have 365 parts.
5. I am made from trees.

WORD FINDING

Remove two or three letters from the words below to make new words.

Example: letter → ~~le~~ter → let

1. hammer
2. rubber
3. manner
4. robber
5. winner

Answers:

LOOK AGAIN

2. cellar
3. doctor
4. supper
5. calendar
6. sailor

LOOK AHEAD

1. tractor
2. doctor
3. dollar
4. calendar
5. lumber

Answers will vary.

E

LOOK AGAIN

Finish the Word. Have pupils read the words, putting the /ər/ sound at the ends of the words. Then have them read the directions and complete the exercise. After the words are written have pupils spell the words and circle the last two letters of each word with a red crayon.

Flip Cards. Have pupils make three flashcards. On one card have them write **or**; on another, **ar**; and on an-

other, **er**. As you pronounce each of the words below have pupils show the cards with the letters used to spell the word endings. Then tell pupils the correct spelling of the word. Suggest that those who misspell the word write it correctly.

- | | |
|-----------|---------|
| inspector | cellar |
| regular | butter |
| tractor | letter |
| calendar | motor |
| supper | popular |

LOOK AHEAD

What Am I? Encourage pupils to ask riddles they know. Examples you may use: How many balls of string would it take to reach the moon? (Only one if it is long enough.) Why is a locomotive like a stick of gum? (One goes choo, choo; the other goes chew, chew.) Why should you

comb your hair before going to bed? (To make a good impression on the pillow.)

Have pupils read the riddles and write list words that answer them.

Word Finding. On the board write the word **letter** and have it pronounced. Say: "Let's see if **letter** contains a smaller word." Help pupils identify **let**. Have pupils read the directions and finish the exercise.

Supplementary Activity

Charades. Pupils may wish to play Charades, using list words and non-list words. Explain to pupils that one pupil acts out each syllable of a word as other pupils try to guess what the word is. (Note: You may wish to mention that the word **charade** comes from the Spanish word **charrada**, which means the speech of a clown.)

Answers:

2. death
3. read
4. ready
5. breakfast

15

CRAZY CUBES

head

wealth

bread

heaven

head

dead

death

health

lead

read

thread

meant

ready

weather

instead

breakfast

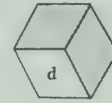
pleasant

pleasure

heavy

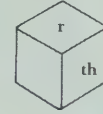
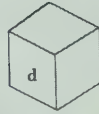
Line up the cubes to make list words.

1.

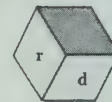
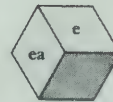
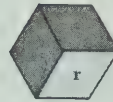


instead

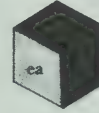
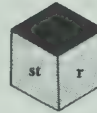
2.



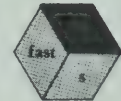
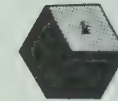
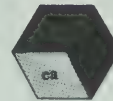
3.



4.



5.



Emphasis—The /e/ sound spelled ea.

Additional Resources—Use Enrichment Activity 15: The Treasure Chest.

A

Crazy Cubes. This activity illustrates words in which the grapheme ea stands for the /e/ sound.

Explain that each set of cubes can make more than one word but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **instead**. Remind them to write the list word after they have identified it. Continue in the same way with the remaining sets of cubes.

Have pupils pronounce the words. Ask them to listen to the /e/ sound

made by the grapheme ea. Point out that all of the list words contain this same grapheme. Have pupils read silently all the list words and tell whether or not they all have the /e/ sound. (They do.)

Supplementary Activity

More Crazy Cubes. Have pupils rearrange the cubes to make other

words. Then have them pronounce the words and identify the vowel sounds. (1. spread; 2. dear; 3. rear, red; 4. steady, steal, real; 5. breakfast, break, breaks)

Point out that red in item 3 has a homonym. Remind the class that read has two pronunciations; thus, ea may represent an /e/ sound or an /ē/ sound. Use the words in items 4 and 5 to reemphasize this point.

CROSSWORD

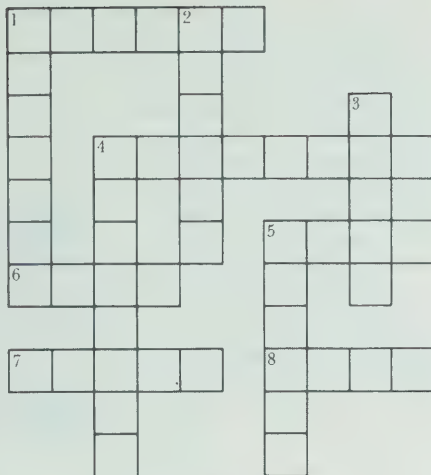
On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. money
4. opposite of pain
5. opposite of foot
6. homonym for red
7. intended: from to mean
8. homonym for led

DOWN

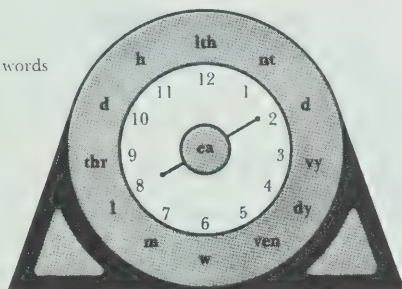
1. rain, snow, sunshine
2. used with a needle
3. top and bottom of a sandwich
1. agreeable, delightful
5. opposite of illness



WHAT WORD IS IT?

At 8:10, the word is **lead**. What other list words can be found at the hours below?

1. 10:10
2. 9:10
3. 11:25
4. 7:05
5. 11:15



head

The /e/ sound in a word can be spelled ea.

Answers:

ACROSS

1. wealth
4. pleasure
5. head
6. read
7. meant
8. lead

DOWN

1. weather
2. thread
3. bread
4. pleasant
5. health

1. dead
2. thread
3. heaven
4. meant
5. heavy

B

Crossword. Review how crossword puzzles are worked.

Help pupils read each clue, reminding them that the answers are list words. Have pupils write the correct list words on their papers. When the puzzle is complete have pupils name the vowel sound in each answer. Ask: "How is the sound spelled?" (ea)

What Word Is It? This activity combines spelling with the ability to read and tell time. Tell pupils to use the letter that each hand points to along with the letters **ea** to make list words.

Formula. Have someone read the formula aloud and tell how it applies to the key word. Ask pupils to name and spell other list words that follow the same pattern.

Supplementary Activity

Other Words with the /e/ Sound.

Write the following times on the board and encourage pupils to use the word clock in What Word Is It? to find other words with the /e/ sound.

1. 6:00 (wealth)
2. 11:00 (health)
3. 11:10 (head)
4. 11:20 (heady)

Ask: "What is the vowel sound in the words you wrote? (the /e/ sound) How is it spelled?" (ea)

Answers:

1. e
2. e
3. e
4. e
5. a

WRITE AND REVIEW

Practise each letter.

N¹⁻²⁻³

M¹⁻²⁻³⁻⁴

Write each word below.

November

Monday

Copy the sentence.

Mr. North showed a film on
weather on Monday, November 1st.

MISFITS

Name the letters missing from the words below.

1. childr_____n young people
2. hundr_____d two times fifty
3. farth_____r opposite of closer
4. kitch_____n a place where meals are made
5. _____ddress a place where things are sent



C

60

WRITE AND REVIEW

Remind pupils that capital letters **N** and **M** begin with a small loop and that **N** is made with one hill and **M** is made with two hills. Have pupils say the number counts for **N** and **M** as they practise each letter.

N—Number Count: 1-2-3

- Descriptive Count: 1. Small loop.
2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill, then down in a straight slant, and curve up at the base line.

M—Number Count: 1-2-3-4

- Descriptive Count: 1. Small loop.
2. Curve around and down in a straight slant to the base line. 3. Back up again in a tall round hill and make a straight slant down to the base line. 4. Back up again in

a round hill (not quite so tall as the first hill) and make a straight slant down and curve up (at the base line).

In the second exercise have pupils carefully write the words **November** and **Monday**. Tell them to check the formation of **N** and **M**.

Before pupils copy the sentence in the third exercise ask them to name the vowel sound they hear in the first syllable of **weather**. (/e/) Ask what letters spell the /e/ sound in that word. (ea) Remind pupils to leave a space the width of a small o between the words and make sure each word they write rests on the base line.

Misfits. The focus in this activity is on the schwa sound spelled e or a. Pupils might spell this sound with an

i or u. Say each word. Write them on the board and circle the letters that spell the schwa sound.

Supplementary Activity

Practice. Write the following sentences on the board, leaving out the answers in parentheses, and have pupils read them aloud. Ask pupils to substitute the words they wrote in Misfits for the underlined words.

1. He mailed the letter to the wrong place (address).
2. Have you ever seen a 100 (hundred) dollar bill?
3. There are seven youngsters (children) in our family.
4. She cooked breakfast in the room (kitchen).
5. We hiked much more (farther) than we had planned.

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

1. head	had	heed	head
2. bread	braid	bréad	bred
3. read	reed	red	read
4. thread	threat	thread	three
5. lead	lead	lad	led
6. meant	mean	men	meant
7. weather	whether	whither	weather

SOUND-ALIKES

Which word would you use in the sentences below?

- red read
The colour of fire is _____.
- bread bred
Do you like to toast _____?
- weather whether
What is the _____ like?
- led lead
Does this pencil use _____?

LOOK AHEAD

MATCH THE MEANINGS

Match the words that have opposite meanings.

- heavy a. unpleasant
- pleasant b. light
- pleasure c. alive
- dead d. pain

WORD REDUCING

Reduce the length of the words below by taking away either the letter e or a from each. Write the word that is left.

Example: head → ~~h~~ead → had

- dead 3. lead
- read 4. bread



61

Answers:

LOOK AGAIN

- red
- bread
- weather
- lead

LOOK AHEAD

- b
- a
- d
- c

Answers will vary.

Note: In item 3 **weather** (/weðər/) and **whether** (/hwetər/) are not true homonyms, although they are often pronounced alike. See page 5T for ways to strengthen correct pronunciation.

Supplementary Activity

Identifying the /ē/ Sound. Ask pupils to read each line in Matcho aloud and to identify the word with the /ē/ sound. Point out that in items 3 and 5 the sound spelled ea may be either long or short.

LOOK AHEAD

Match the Meanings. Have pupils listen as you pronounce **hot**, **warm**, and **cold**. Ask: "Which words have opposite meanings?" (**hot** and **cold**) Have pupils read the directions and complete the exercise, writing each pair of opposites on their papers.

Word Reducing. Have pupils read the directions. Then write the word **head** on the board and ask: "Do you see the word **had**?" Have pupils tell which letter must be dropped to make the word **had**. Discuss how the vowel sound changes from /e/ to /a/. Continue in the same way with the remaining words.

D

Unit 15 Quiz

- Are you **ready** for the test?
- That isn't what he **meant**.
- Mrs. Young is a **pleasant** person.
- What books have you **read**?
- I want green peppers **instead** of red.
- Where is **heaven**?
- Susan made rye **bread**.
- The baby is **heavy**.
- It's a **pleasure** to go to the beach.
- When did you eat **breakfast**?
- I enjoy rainy **weather**.
- Debbie sewed with green **thread**.
- The pencil ran out of **lead**.
- Are you in good **health**?
- She was "scared to **death**."
- Rollie bumped his **head**.

- He inherited his uncle's **wealth**.
- The battery was **dead**.

E

LOOK AGAIN

Matcho. This exercise provides practice in visual discrimination. Pupils should write the word that is the same as the first word in each line.

Sound-Alikes. This activity shows that the same sound can have different spellings and meanings. Have pupils discuss the meaning of the words and then write and complete each sentence.

Answers:

month /u/
wonderful /u/
above /uv/
trouble /u/
among /u/
other /u/
touch /u/
become /um/

16

CODE-O

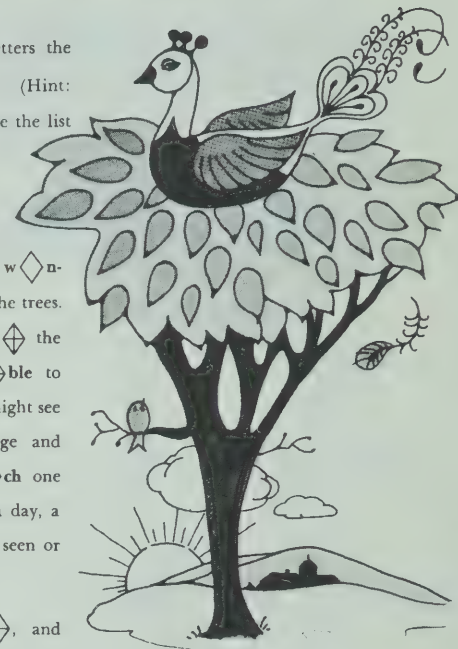
among	another	cover	month	nothing	other	front
	won	wonder	wonderful	among		
double	trouble	rough	tough	touch	southern	double
above	become	above				

Break the code by figuring out what letters the symbols ◇, ◇, and ◇ stand for. (Hint: The code words come from the list.) Write the list words to complete the story.

THE BLISS BIRD

Every year in the m◇nth of May, the w◇n-
derful Bliss Bird returns to his home in the trees.
He perches in the loftiest branches, ab◇ the
clouds themselves. If you take the tr◇ble to
look for him, early in the morning, you might see
him am◇ng the ◇ther birds, huge and
beautiful. It is said that whoever can t◇ch one
of his feathers will bec◇, at least for a day, a
better and wiser person. Have you ever seen or
touched a Bliss Bird?

What sounds do the symbols ◇, ◇, and
◇ stand for?



62

Emphasis—The /u/ sound spelled o, ou, and o-C-e.

Additional Resources—Use Enrichment Activity 16: Undercover Work.

A

Code-O. This activity calls attention to words with the /u/ sound spelled o, ou, and o-C-e.

Have pupils read the directions and

identify the symbols. Ask: "What letters do the symbols stand for?" Have them read the story and write the list words that complete the story. Then discuss the question at the bottom of the page and find out how many pupils broke the code.

Have pupils pronounce the words they have written and listen to the /u/ sound in each word. Ask: "Does every word in the word list also have this /u/ sound?" (yes) In what ways can the /u/ sound be spelled? (o, ou, o-C-e)

OPPOSITES

Write list words that mean the opposite of the words below.

1. tender
2. something
3. back
4. smooth
5. lost
6. northern



SCRAMBLED SYLLABLES

Arrange the syllables in the squares to make list words.

1.	ble	dou	double
2.	er	cov	
3.	der	won	
4.	er	an	



among

The /u/ sound in a word can be spelled o.

double

The /u/ sound in a word can be spelled ou.

above

The /u/ sound in a word can be spelled o-C-e.

63

B

Opposites. Review the term "opposite" by asking: "What is the opposite of **rich**?" (**poor**)

Read the directions. After pupils have written the words in the activity ask: "What vowel sound do the words have?" (/u/) "How is it spelled?" (o and ou)

Scrambled Syllables. This activity shows pupils that knowing key gra-

phemes is an aid in spelling. Have pupils pronounce the syllables on the blocks and then arrange them to make list words.

Formulas. Have pupils read the formulas and tell how they apply to the key words.

Supplementary Activity

Scrambled Squares. Put the following letters in blocks and write

Answers:

1. tough
2. nothing
3. front
4. rough
5. won
6. southern

2. cover
3. wonder
4. another

them on the board. Have pupils unscramble the letters to write list words.

1. on w f e r l u d (wonderful)
2. u t o g h (tough)
3. t h s e r o n u (southern)
4. o m e c b (become)
5. b a o v e (above)
6. o f r t n (front)

Answers:

1. r
2. r
3. th
4. t
5. d

C

WRITE AND REVIEW

Have pupils practise writing capital letters **K**, **H**, and **W** as they say each letter's number count. Be sure pupils keep the middle loop open when writing **K** and **H**.

K—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve around and make a straight slant to the base line. 3. Curve down and make a small loop just touching the beginning stroke midway in the space. 4. Curve down to the base line and curve up.

H—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve around and make a straight slant to the base line. 3. Curve down and make a straight slant to the base line. 4. Curve up (to the left), loop around, and swing out.

W—Number Count: 1-2-3-4-5

—Descriptive Count: 1. Small loop. 2. Curve around and then down to the base line. 3. Curve up (to the height of the top of the beginning stroke). 4. Straight slant down to the base line. 5. Curve up.

Copying the words in the second exercise will provide additional reinforcement in writing **K**, **H**, and **W**.

Have the sentence in the third exercise read aloud. Ask pupils to name the vowel sound in **won**. (/u/) Ask pupils to name the letter that spells the /u/ sound. (o) Remind pupils that the /u/ sound can also be spelled **ou**, as in **double**, and **o-C-e**, as in **above**.

WRITE AND REVIEW

Practise each letter.

K 1-2-3-4

H 1-2-3-4

W 1-2-3-4-5

Write each word.

Kings

Hank

Warriors

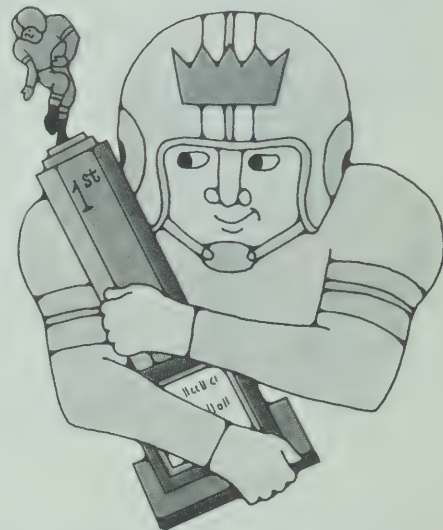
Copy the sentence.

"The Kings won! They beat the Warriors!" shouted Hank.



Name the letter or letters missing from each word below.

1. fu_____ther more to go
2. su_____prise not expected
3. nor_____ern opposite of southern
4. subtrac_____ opposite of add
5. san_____wich food that uses two pieces of bread



64

After pupils have finished copying the sentence have them check their letters to make sure they are the correct size and shape.

Misfits. The focus is on miscellaneous spelling problems. Pupils might misspell **further** as "ferther," **surprise** as "suprise," and **sandwich** as "sanwich." Say each word and write it on the chalkboard.

Supplementary Activity

Write a Story. Ask the class to write a short story and to include as many of the misfits as possible.

D

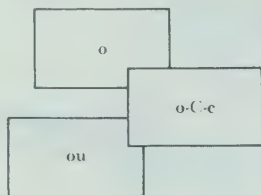
Unit 16 Quiz

1. The book has a colourful **cover**.
2. Who is in **front** of Melinda?
3. Don't **touch** the stove!
4. Where is the **other** peacock?
5. Saturn is **another** planet.
6. We had a **wonderful** time.
7. Terry is somewhere **among** the trees.
8. Butch **moved** last month.
9. The turtle **won** the race.
10. Joey and Marcia rode **double** on the horse.

LOOK AGAIN

FLIP CARDS

Make a flip card for each of the /u/ sounds in this unit: **o**, **ou**, and **o-C-e**. When your teacher says a word, show the card that spells the /u/ sound.



MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

1. won	one	on	won
2. tough	tuft	tough	touch
3. month	mount	month	moth
4. become	become	beckon	beacon
5. some	some	sum	sane
6. none	nun	noun	none
7. mother	smother	mother	brother

LOOK AHEAD

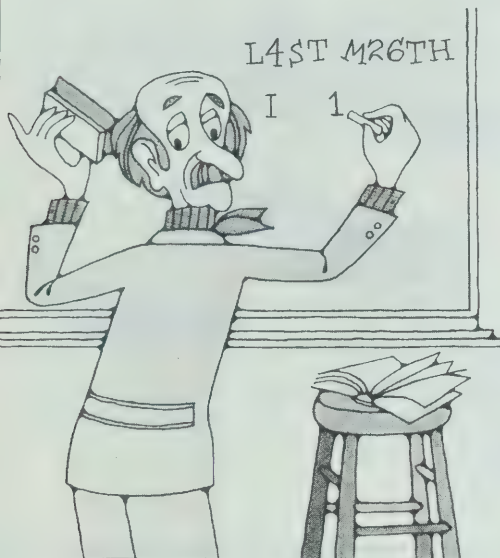
WRITE ABOUT WHAT HAPPENS

Write a very short story about someone who touches the Bliss Bird on page 62. Tell what happens to the person.

MAD MAX

Change each word in heavy type into a list word to make sense out of Mad Max's mixed-up story.

"Last **moth** I **wonder** a prize for solving a **touch** math problem. I **wonderful** if I'll win **smother** prize."



65

- Sandpaper is **rough**.
- Florida is a **southern** state.
- Hang the decoration **above** the table.
- I **wonder** why he left.
- Did he cause any **trouble**?
- A turtle's skin is **tough**.
- What caused you to **become** so tired?
- There was **nothing** in the box.

E

LOOK AGAIN

Flip Cards. Have pupils make three flashcards. On one card have them write **o**; on another card, **ou**; on another, **o-C-e**. Pronounce list words that pupils have trouble spelling. Then have pupils show the card with the letters, or the code, used to spell the word.

Answers:

LOOK AHEAD

Answers will vary.

month
won
tough
wonder
another

Matcho. Have pupils write the word that is the same as the first word in each line.

LOOK AHEAD

Write About What Happens. Have pupils tell what kind of bird is shown in the picture on page 62. Ask: "What happens to people who touch the Bliss Bird?" (They become wiser.) Ask: "What things would you like to be wiser about?" Then have pupils write a short story about someone who touches the Bliss Bird.

Mad Max. Begin by discussing the picture. Ask: "Who is the person? What is he doing?" Then have pupils change the words in heavy type into list words.

er
seller
weather
better
buyer
feather
whether

or
inspector
sailor
doctor
governor
motor

ar
regular
calendar
dollar
cheddar
cellar

Emphasis—Review of Units 12 through 16.

Additional Resources—Use Enrichment Activity 17: Word Search.

A

Note: Review Unit activities may be completed in four teaching periods.

Dock the Boats. This activity reviews the /ər/ sound spelled **er**, **or**, and **ar**, which was introduced in Unit 14, page 54.

Tell pupils that this page is a review of Unit 14. Have them read the words on each boat to see if anything about them is familiar. Ask: "How are all of the words alike?" (They all end with the /ər/ sound.) Have pupils look at the words and identify the **er**, **or**, and **ar** spellings of the /ər/ sound.

Encourage pupils to turn to page 54 to compare the word list with the words on the boats. Ask: "Which words are list words?" (**dollar, calendar, regular, inspector, sailor, and motor**) "Which are new

17

REVIEW

DOCK THE BOATS

Read the formulas below. Write the headings **er**, **or**, and **ar** on your paper. Say each word in a boat. Then write each word under the correct heading.

The /ər/ sound at the end of a word is usually spelled **er**.

The /ər/ sound at the end of a word can be spelled **or**.

The /ər/ sound at the end of a word can be spelled **ar**.

Words on boats: inspector, calendar, seller, regular, whether, dollar, cellar, feather, buyer, governor, cheddar, motor, better, sailor, weather, doctor.

66

words?" (**inspector, whether, buyer, seller, feather, governor, cheddar, better, and weather**) Help pupils pronounce all of the new words and then complete the exercise.

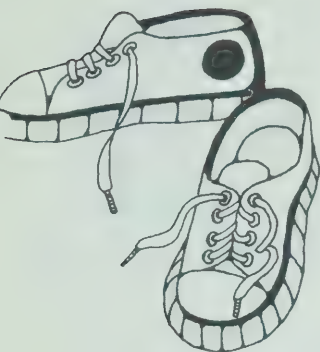
Formulas. Have pupils read the formulas and tell how they apply to the words on their papers.

Supplementary Activity

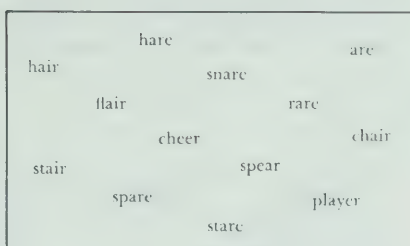
Who Has the Ending? Write the new words and the list words for Unit 14 on the board, leaving blanks for **er**, **ar**, and **or** endings. Have each pupil sit with the palms of his or her

hands together. Choose one pupil to hold a piece of chalk between his or her hands and to walk around the room putting his or her hands between the hands of the other pupils. At some point he or she should drop the chalk into the hands of one of his or her classmates. After all hands have been passed through he or she points to one of the words on the board and asks: "Who has the ending for this word?" Pupils then guess who has the chalk. When the person with the chalk is named he or she completes the word and passes the chalk to someone else.

FOLLOW THE FORMULAS

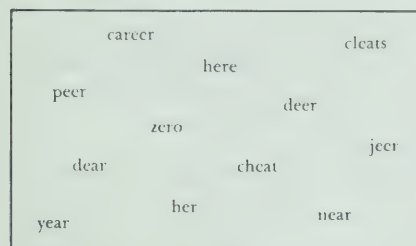


The words **square** and **pair** follow a formula on page 47. Write the words that follow the same formula.



Write the letters that stand for the /āɪ/ sound in the words you just wrote.

The words **year** and **steer** follow a formula on page 47. Write the words that follow the same formula.



Write the letters that stand for the /ir/ sound in the words you just wrote.



B

Follow the Formulas. This activity reviews the /āɪ/ sound and the /ir/ sound introduced in Unit 12. Have pupils read the words in the first box and identify the /āɪ/ sound. Then have them turn to page 47 and read the formulas at the bottom of the page. Ask: "Which formula applies to the words you have just read?" (the first) Have pupils look again at the words on page 67 and identify those in which the /āɪ/ sound is spelled **air** and those in which it is spelled **are**.

Next have pupils read the words in the bottom box and identify the /ir/ sound. Have someone read aloud the second formula on page 47. Ask: "Which words with the /ir/ sound are spelled **ear**? **eer**?"

Discuss how the formulas apply to the words in the boxes, reinforcing the idea that each sound can be spelled two different ways. Then have pupils complete the exercise.

Supplementary Activity

Practice. Write the following sentences on the board, leaving blanks

Answers:

hair
hare
snare
rare
chair
spare
stair
stare
flair

are, air

career
peer
dear
year
deer
jeer
near

eer, ear

for the letters in parentheses. Then have pupils fill in the blanks with the correct /āɪ/ sound.

1. The ch(air) was near the table.
2. I like my steak r(are).
3. She has long, straight h(air).
4. We ch(eer)ed for our team.
5. The st(airs) were too steep.
6. Don't st(are) at people.
7. The fox chased the h(are).
8. Do you have a sp(are) tire?
9. He plays a sn(are) drum.

Write the following sentences on the board, leaving blanks for the letters in parentheses. Then have pupils fill in the blanks with the correct /ir/ sound.

1. She sat n(ear) the door.
2. This y(ear) I am in grade 4.
3. The d(eer) crossed the road.
4. Do not p(eer) through the window.
5. Her car(eer) is teaching.
6. She has a great f(ear) of heights.
7. Can you st(eer) the boat across?
8. I have an (ear)ache.
9. Will you please play f(air)ly?

Answers:

1-3: Answers will vary.

ready
lead
bread
dreadful
steady
steadily
headache
ea

FIND THE WORDS

1. The words **brother** and **ton** are like some of the list words on page 62. Write four list words that have the /u/ sound spelled as in **brother** and **ton**.



2. Write four list words that have the /u/ sound spelled as in **rough** and **tough**.

3. Write two list words that have the /u/ sound spelled as in **love** and **some**.



CHOOSE THE /e/ WORDS

Say the words below. Write each word that follows the formula on page 59.

- | | | |
|----------|-------------|--------------|
| 1. ready | 5. bread | 9. steady |
| 2. red | 6. please | 10. whether |
| 3. led | 7. dreadful | 11. steadily |
| 4. lead | 8. said | 12. headache |

Write the letters that stand for the /e/ sound in the words you just wrote.

68

C

Find the Words. Tell pupils that this activity reviews Unit 16. Have pupils turn to page 62 and look at the three groups of words in the word list. Ask: "What vowel sounds do these words have in common?" (the /u/ sound) "What three ways can the /u/ sound be spelled?" (o, ou, and o-C-e) Have pupils identify the spelling pattern that each group of words follows. Then have them return to page 68 and read and follow the directions for each item.

Choose the /e/ Words. Tell pupils that this activity reviews Unit 15. Have them turn to page 58 and go over the words in the word list. Ask: "What vowel sound do the words have in common?" (the /e/ sound) Pronounce several of the words. Have pupils tell

which letters spell the /e/ sound. Have someone read aloud the formula on page 59. Point out that in all the list words the /e/ sound is spelled **ea**. Have pupils return to page 68 and read and follow the directions.

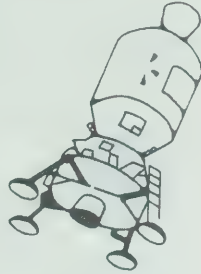
Supplementary Activity

Practice with the /e/ Sound. Point out that the /e/ sound occurs with the C-V-C pattern as well as with the **ea** grapheme. Pronounce the following words and select pupils to spell the word and tell whether the vowel is short because of the C-V-C pattern or because of the **ea** spelling.

wealth	health	bed
read	fed	tread
fell	heavy	wet
thread	web	break
heaven	fence	fellow

SOUND RIDDLES

1. I am in **work** and **word**. What sound am I? What letters stand for me?
2. I am in **search** and **earnest**. What sound am I? What letters stand for me?
3. I am in **worthy** and **worship**. What sound am I? What letters stand for me?
4. I am in **pearl** and **earth**. What sound am I? What letters stand for me?



LINE UP THE SOUNDS

On your paper, line up the words in the second column that share a vowel sound spelling with the words in the first column.

- | | |
|-----------|---------------|
| 1. care | a. rear |
| 2. meant | b. mother |
| 3. among | c. some |
| 4. clear | d. unpleasant |
| 5. become | e. pare |
| 6. deer | f. queer |

69

Answers:

1. /èr/ or
2. /èr/ ear
3. /èr/ or
4. /èr/ ear

1. e
2. d
3. b
4. a
5. c
6. f

D

Sound Riddles. Tell pupils that this activity reviews Unit 13. Have them turn to page 50 and look at the words in the word list. Ask: "What vowel sound do the words have?" (the /èr/ sound) "What two ways is it spelled?" (or and ear) Pronounce several of the list words and have pupils tell how the word is spelled.

Next have pupils return to page 69. Remind them that the riddles here are different from the riddles on other pages. The riddles in the Review Units are about sounds and how they are spelled. Have pupils answer the riddles.

Line Up the Sounds. Tell pupils that this exercise reviews the six sounds introduced in Units 12 through 16. Pronounce each word in the left column. Have pupils identify the

vowel sound and tell how it is spelled. Then have them complete the exercise.

Supplementary Activity

More Sound Riddles. Read the following riddles to pupils. Have them identify the sound in the word at the end of each line, tell how it is spelled, then answer the riddle.

It wasn't my sister, nor my brother,
But still was the child of my father
and mother.

(Myself.)

If a well-known animal you behead,
Another one you will have instead.
(Fox; take off the F and you get ox.)

I tremble at each breath of air,
And yet the heaviest burdens bear.
(Water.)

Answers:

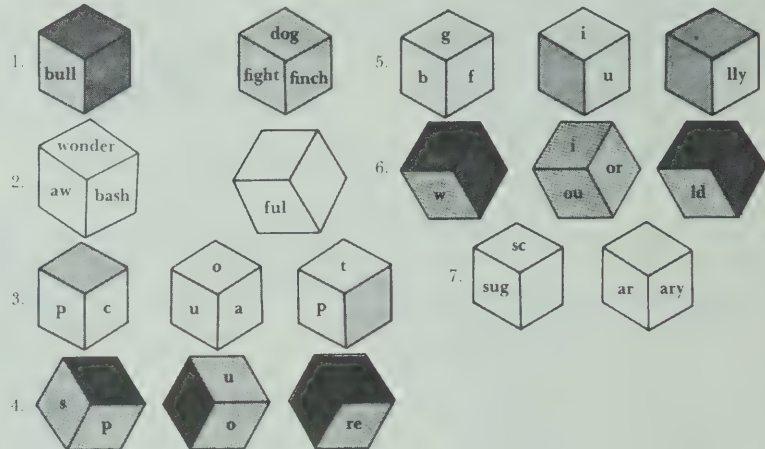
1. bulldog
2. bashful
3. put
4. sure
5. bully
6. would
7. sugar

18

CRAZY CUBES

bull put full pull butcher push bush plural sure
 bull bully bashful bulldog bullfrog bullet sugar
 would could would should

Line up the crazy cubes to make list words.



70

Emphasis—The /û/ sound spelled u and ou.

A

Crazy Cubes. This activity illustrates words in which /û/ can be spelled u or ou.

Explain that each set of cubes can

make more than one word but that the word to be found is a list word. Beginning with the first set help pupils identify and write the list word **bulldog**.

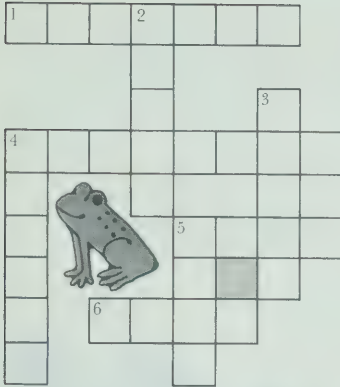
After the words are written have pupils pronounce them. Ask: "What vowel sound do you hear in each word?" (the /û/ sound) "How is it spelled?" (It is spelled u in all words except item 6, where it is spelled ou.) Point out that all of the list words contain the /û/ sound. Have pupils find list words in which the /û/ sound is spelled ou and list words in which the /û/ sound is spelled u.

Supplementary Activity

More Crazy Cubes. Ask pupils to rearrange the cubes to make other words. (1. **bullfight**, **bullfinch**; 2. **awful**, **wonderful**; 3. **cot**, **cop**, **cat**, **cap**, **cut**, **cup**, **pot**, **pop**, **pat**, **pup**; 4. **pure**, **pore**, **sore**; 5. **filly**, **gully**, **fully**, **billy**; 6. **wild**, **world**; 7. **sugary**, **scar**, **sary**) Encourage pupils to correct their work by having them read and spell their answers. Define unfamiliar words and use them in context sentences.

Note: In item 5, **billy** can refer to a policeman's club or to a male goat.

CROSSWORD



On your paper, write the list words that complete the crossword puzzle.

ACROSS

1. one who cuts meat
4. lives in a pond
5. a dangerous animal when it sees red
6. opposite of pull

DOWN

2. rhymes with should
3. homonym of wood
4. shot from a gun
5. something like a shrub

What sound was in each word you used?

RHYME WORDS

Write the list word that rhymes with the other words in each line.

1. bull pull 3. rural squirrel
2. could would 4. full bull

put The /û/ sound in the middle of a word can be spelled u.

could The /û/ sound in the middle of a word can be spelled ou.

Answers:

ACROSS

1. butcher
4. bullfrog
5. bull
6. push

DOWN

2. could
3. would
4. bullet
5. bush

the /û/ sound

1. full
2. should
3. plural
4. pull

B

Crossword. Review how crossword puzzles are worked.

Begin by asking pupils to identify the frog in the picture. Then help them read each clue and remind them that the answers are list words. Have pupils write the correct list words on their papers.

Rhyme Words. Have pupils read the directions and pronounce the words in item 1. After the rhyme words are written have pupils identify the /û/ sound in each word and tell how it is spelled.

Formulas. Read the formulas and have pupils tell how the formulas apply to the key words. Then have pupils name one or two list words that follow the same pattern.

Supplementary Activity

Homonyms. Ask pupils to read the words in Rhyme Words again and to name the word that has a homonym. (would) Have them look up the word in the dictionary to find its homonym. Challenge them to use both words in a sentence.

Answers:

1. ie
2. ie
3. ie
4. ie
5. ei

C

WRITE AND REVIEW

Point out the similarity of capital letters **V** and **U**. Remind pupils to say the number count as they practise each letter.

V—Number Count: 1-2

—Descriptive Count: 1. Small loop.
2. Curve around and down in a straight slant, curving around at the base line and up in a curve (to almost the height of the beginning stroke).

U—Number Count: 1-2-3

—Descriptive Count: 1. Small loop.
2. Curve around and down in a slant; curve around at the base line and up (to about the height of the top of the small loop). 3. Back down again in a straight slant and curve up (at the base line).

Have pupils write the names of the planets **Venus** and **Uranus**. Tell them to slant the letters in each word to the right.

Before pupils copy the sentence in the third exercise tell them to be sure to slant their letters and to check their writing style when they have finished. Then ask pupils if they know

WRITE AND REVIEW

Practise each letter.

V¹⁻²

U¹⁻²⁻³

Write each word.

Venus

Uranus

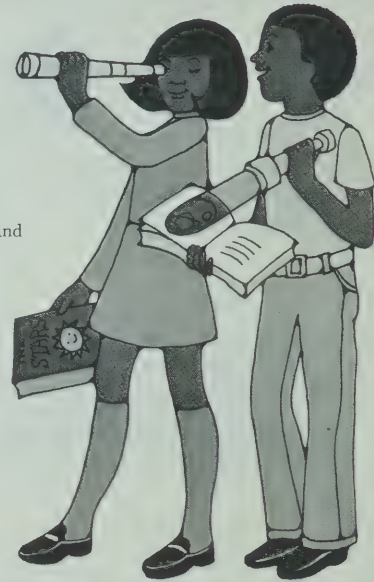
Copy the sentence.

"Is Venus closer to the sun than Uranus?" asked Van.

MISFITS

Each of the words below is missing the letters e and i. Decide whether ei or ie goes into each one.

- | | |
|--------------|---------------------|
| 1. ch____f | a leader |
| 2. f____ld | a pasture or meadow |
| 3. p____ce | a part or portion |
| 4. bel____ve | to think is true |
| 5. rec____ve | to get |



72

the answer to the question. (**Venus** is closer to the sun.)

Reread the sentence. Ask pupils to listen for the /û/ sound in **sure**. Remind them that the /û/ sound can also be spelled **ou**, as in the word **could**.

Misfits. The focus is on the /ê/ sound spelled **ie** or **ei**. Pupils might misspell the /ê/ sound in these words as **ee** or confuse **ie** with **ei**.

Say each word. Write the words on the board and ask: "What vowel sound do the words have in common?" (the /ê/ sound) "How is this sound spelled in most of the words?" (**ie**) "In which word is it spelled differently?"

(**receive**) "What is the letter before the /ê/ sound in item 5?" (c) Lead pupils to see that the /ê/ sound is usually spelled **ie** except when it is immediately preceded by **c**, and then it is spelled **ei**. Contrast **chief** and **receive** to emphasize the critical position of the **c**.

Supplementary Activity

Practice. Ask the class to write the following sentence: "The Indian **chief** cannot **believe** that he will **receive** a **piece** of the **field**." Repeat the whole sentence and have pupils check their spelling of the misfits.

LOOK AGAIN

FLIP CARDS

Make a flip card with **ou** on one side and **u** on the other. When your teacher says a word, flip up the side that spells the /u/ sound.



CHANGE THE VOWEL

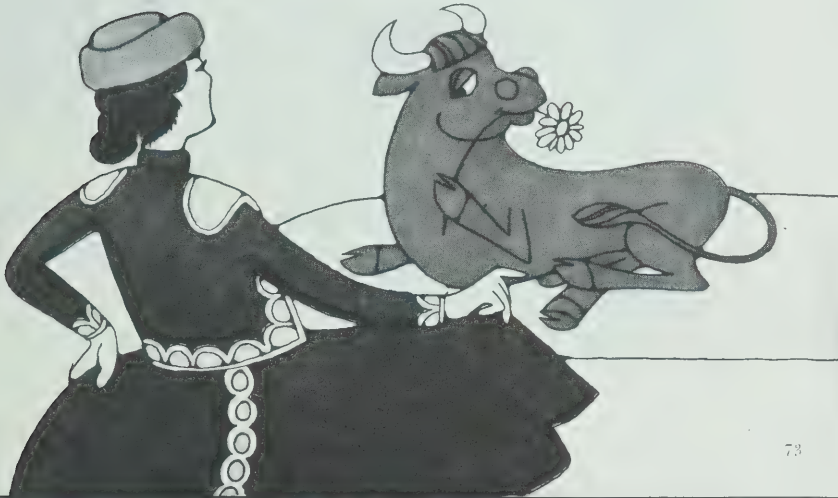
By changing the vowels in heavy type, change each word below into a list word.

- | | |
|---------|-----------|
| 1. pet | 4. sore |
| 2. fall | 5. pill |
| 3. posh | 6. ballet |

LOOK AHEAD

WRITE ABOUT WHAT HAPPENS

Write some sentences that tell what is happening in the cartoon.



D

Unit 18 Quiz

- The **bullet** grazed his shoulder.
- The **bull** grazed in the pasture.
- Is this **your** yo-yo?
- Do you think you **should** go?
- Phyllis spilled the **sugar**.
- Where did you find the **bullfrog**?
- I wish I **could** sing.
- Let me **put** out the fire.
- The **butcher** cut the meat.
- He was a **bully**.
- Is that word **plural**?
- Please don't **pull**!
- I **would** like a bicycle.
- The jar was **full** of cookies.
- Please give my car a **push**.
- Jack owns a **bulldog**.
- Hide behind the **bush**.
- Are you **sure** you are nine?

Answers:

LOOK AGAIN

- put
- full
- push
- sure
- pull
- bullet

LOOK AHEAD

Answers will vary.

E

LOOK AGAIN

Flip Cards. Have pupils make flip cards with **ou** on one side and **u** on the other. Pronounce the following words and have pupils show the side of the card that tells how the /u/ sound is spelled.

pull	bull	full
could	should	would
push	bully	sugar

Change the Vowel. In this activity pupils change the vowel to form list words.

Supplementary Activity

Write a Story. Ask pupils to write a short story about the bullfrog in the picture on page 71. Tell pupils to use as many list words as they can.

LOOK AHEAD

Write About What Happens. Let pupils tell what usually happens when a bull sees a red flag. Ask pupils why the bull is lying down. Have pupils write a short story about the picture. Then let several pupils read their stories to the class.

Answers:

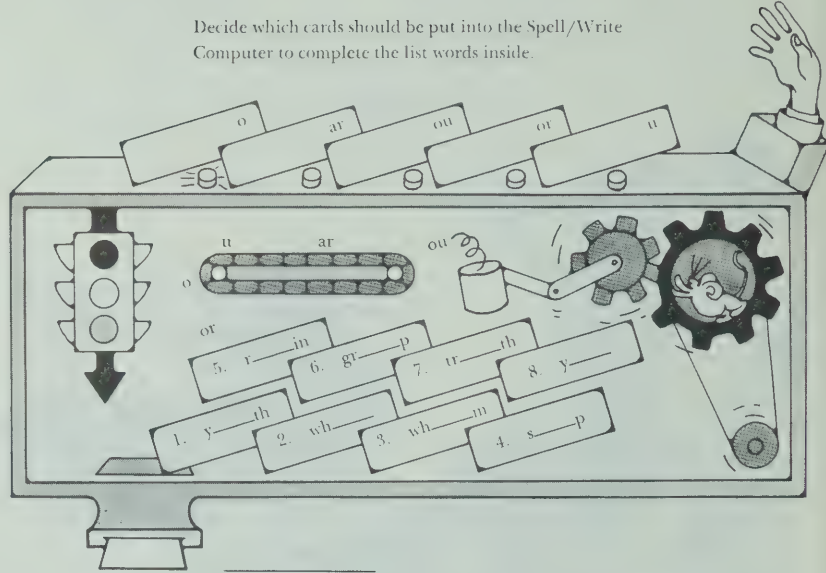
2. who
3. whom
4. soup
5. ruin
6. group
7. truth
8. you

19

PROGRAM THE COMPUTER

to do to two who whom movie
you youth soup you group
tuna truth truly ruler ruby tuna cruel ruin fluid

Decide which cards should be put into the Spell/Write Computer to complete the list words inside.



1. youth

Write the correct list words.

Emphasis—The /ü/ sound spelled o, ou, and u.

Additional Resources—Use Enrichment Activity 18: The Sad End of Flash LaFou.

A

Program the Computer. This activity shows that the /ü/ sound can be spelled o, ou, and u.

Begin by asking pupils what computers are. Lead them to see that a computer is a machine that works like a human brain. (For an explanation of computers and how they are used, see page 14.)

Help pupils read the letters in the computer in the picture. Then ask: "What does this computer do? How does it work?" Help pupils discover that when the letters on the cards at the top are combined with the right words in the computer, list words will be the result.

Ask: "What list words will the computer make?" Have pupils read

and follow the directions. Remind them to write each list word.

Have pupils pronounce the list words. Then ask: "What vowel sound do you hear in **youth**? In **who**? In **truth**?" Help pupils see that the sound is the same in all the words. Write the words on the board and have pupils tell which letters make the sound. (ou in **youth**, o in **who**, and u in **truth**) Circle the letters and help pupils see that the /ü/ sound can be spelled three different ways.

Point out that all of the list words have the /ü/ sound. Have pupils find which group of words is spelled with ou, with o, and with u.

Supplementary Activity

More Computer Words. Write the following list on the board, leaving blanks in place of the letters in parentheses. Tell pupils to imagine that the parts of words on the board are in a computer and that they must be programmed with the /ü/ sound to make list words. Have pupils fill in the blanks and write each list word.

- | | |
|------------|-------------|
| 1. cr(u)el | 6. t(u)na |
| 2. gr(ou)p | 7. r(u)ler |
| 3. m(o)vie | 8. y(ou) |
| 4. fl(u)id | 9. r(u)by |
| 5. tw(o) | 10. tr(u)ly |

SCRAMBLED SYLLABLES

Arrange the syllables in the squares to make list words.

1.

ic	flu
----	-----

fluid 2.

na	tu
----	----

 3.

el	cru
----	-----
4.

by	ru
----	----

 5.

ly	tru
----	-----

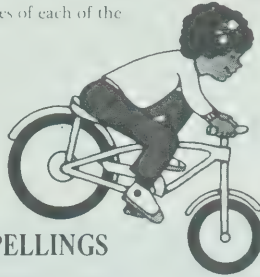
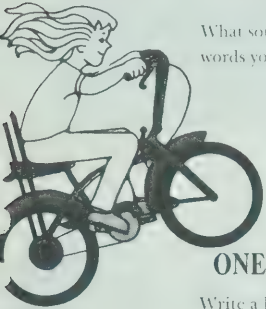
 6.

ie	mov
----	-----

 7.

er	rul
----	-----

What sound was in one of the syllables of each of the words you wrote?



ONE SOUND—TWO SPELLINGS

Write a list word that sounds the same but is spelled differently from each word below.

1. too to 2. dew 3. to
- to The /ü/ sound in a word can be spelled o.
- you The /ü/ sound in a word can be spelled ou.
- tuna The /ü/ sound in a word can be spelled u.

B

Scrambled Syllables. Ask: "How many syllables do you hear in **truth**?" (one) "In **ruin**?" (two)

Read the directions and show pupils how the first answer was obtained. Then have pupils complete the exercise. Discuss the final question.

One Sound—Two Spellings. This exercise demonstrates that one sound may have more than one spelling.

Have pupils read the directions. Then read aloud the following sentences: We have **too** many people in the car. I have **to** get new shoes.

Ask: "What are the homonyms in these sentences?" (**too** and **to**) Write the sentences on the board and underline the words. Have pupils tell how the words differ in spelling and meaning. Continue in the same way with the remaining words.

Formulas. Read the formulas and repeat the key words. Ask pupils to spell other list words that follow the formulas.

Supplementary Activity

Spell and Write. Duplicate the following story, leaving blanks in place of the words in parentheses and un-

Answers:

2. tuna
3. cruel
4. ruby
5. truly
6. movie
7. ruler

the /ü/ sound

2. do
3. two

derlining the letters in heavy type. Give a copy to each pupil. Have pupils read the story, write in the blanks each correct spelling, and cross out the incorrect spelling.

The yuth (youth) grup (group) from our church went tew (**to**) see a muvie (**movie**). It was about a crewl (**cruel**) roler (**ruler**) whu (**who**) cared more for riches than for people.

When the people told him of their misery, he refused to see the trouth (**truth**), and went away on a trip. When he returned, he had a new wife for whum (**whom**) he had bought a costly roubu (**ruby**) ring. As the country fell tu (**to**) rewin (**ruin**), and his wife saw his crulty (**cruelty**), she knew what she had too (**to**) du (**do**).

She put a flued (**fluid**) in his supe (**soup**) to make him sleep for too (**two**) days and sent him away to live alone on a place called Touna (**Tuna**) Island.

Answers:

1. a
2. a
3. a
4. a
5. a

C

WRITE AND REVIEW

On the board review the formation of capital letters **X**, **Y**, and **Z**. Remind pupils that the number count will aid them in practising each letter.

X—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop. 2. Curve around (to the left) and then curve around again (to the right). 3. Small loop. 4. Make a straight slant cross stroke.

Y—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and down in a straight slant and curve up at the base line (to almost the same height as the beginning stroke). 3. Back down again in a straight slant past the base line and loop up (to the left).

Z—Number Count: 1-2-3

—Descriptive Count: 1. Small loop. 2. Curve around and down and make a small loop. (The front end of the loop just touches the base line.) 3. Curve down and loop up (to the left).

Tell pupils to copy the words in the second exercise carefully. Have them check the size of their letters against the models in their books.

Before pupils copy the sentence in the third exercise remind them to make their letters the correct size and to leave a space the width of a small **n** between the words.

Misfits. The focus is on the /ā/ sound spelled **a**. Pupils are likely to misspell it **ai** or **ay** because the /ā/ sound usually occurs with a V-V-C-e

WRITE AND REVIEW

Practise each letter.

X¹⁻²⁻³⁻⁴

Y¹⁻²⁻³

Z¹⁻²⁻³

Copy the words below.

X-ray

Yvonne

Dr. Zim

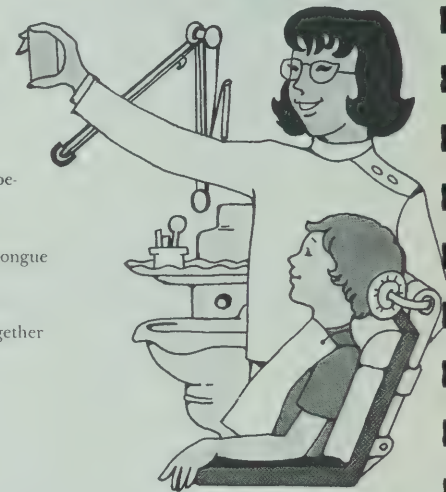
Copy the sentence.

"Yesterday, Dr. Zim took an X-ray of my teeth," said Yvonne.



Name the letter missing from the words below. A clue is given for each word.

1. t_____ste to use the mouth and tongue
2. w_____ste to use things poorly
3. p_____ste used to glue things together
4. h_____ste hurry
5. str_____nge odd, different



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pattern rather than a V-C-C-e pattern. Repeat each word and write it on the board.

Supplementary Activity

Practice. Write the following sentences on the board. Have pupils complete the sentences with words from Misfits.

1. Hurry! Mail the letter with (haste).
2. Do not (waste) so much paper.
3. The drink had an odd (taste).
4. Glue the dish with (paste).
5. It was a (strange) movie.

D

Unit 19 Quiz

1. Who are you?
2. I am **truly** afraid to go.
3. Jim ate **two** doughnuts.
4. You are a **cruel** man, Mr. Scrooge.
5. The waves will **ruin** my sandcastle.
6. May I go to the circus?
7. Please tell me **who** it was.
8. The youth **group** meets today.
9. A hot **fluid** flowed from the engine.
10. With **whom** do you wish to speak?

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

1.	do	due	dew	do
2.	soup	soap	sour	soup
3.	to	too	to	two
4.	you	you	you	yet
5.	ruler	roller	rider	ruler
6.	tuna	tone	tuna	tuba

SOUND-ALIKES

Which homonym belongs in each sentence?

- to two
I would like _____ cats.
- do due
What would you _____ with four cats?
- to too
Take me _____ the circus!
- too to
Can I go, _____?



77

- Are you the **ruler** of Oz?
- I don't know what to **do**.
- Let's go to a **movie**.
- What is in this **soup**?
- Is the whole **group** going?
- Who will tell the **truth**?
- She hid the **ruby** in her shoe.
- Jerry dropped the can of **tuna**.

E

LOOK AGAIN

Matcho. Pupils should write the word that is the same as the first word in each line.

LOOK AHEAD

WORD FINDING

Remove one letter from each of the words below to make one or more new words.

Example: two → tyo → to

- ruler
- ruby
- movie
- soup

WHAT AM I?

Write list word answers to the riddles.

- One and one equal me.
- I am seen in the theatres.
- Use me to draw a straight line.

Answers:

LOOK AGAIN

- two
- do
- to
- too

LOOK AHEAD

Answers will vary.

- two
- movie
- ruler

context sentence.) Write **to** and have pupils tell which letter was dropped. Have pupils read the directions and finish the exercise.

What Am I? Encourage pupils to discuss riddles they know. For example: When is a pretty girl like a ship? (When she is attached to a boy [buoy].) What are the most difficult ships to conquer? (Hardships.) What intelligent insect do you find in schoolrooms? (Spelling bees.) What is the worst weather for rats and mice? (When it rains cats and dogs.) Tell pupils the riddles they are to solve are statements that tell who or what something is. For example: Although I dance at a ball, I am nothing at all. Who am I? (A shadow.) Have pupils read the riddles and write list words that answer them.

Supplementary Activity

Charades. See page 57.

Sound-Alikes. This activity shows that the same sound can have different spellings and meanings.

Supplementary Activity

Homonyms. Ask pupils to identify the words in Matcho that are homonyms to list words. (due, dew; too)

LOOK AHEAD

Word Finding. On the board write the word **two** and have pupils pronounce it. Say: "Let's see what smaller word we can find in this word." Ask: "Do you see the word **to**?" (Provide a

Answers:

only, eighty, fifty,
forty, twenty

only, ninety, seventy,
sixty, thirty

many, city

the letter y
the /ē/ sound

Emphasis—The /ē/ sound spelled y.

Additional Resources—Use Enrichment Activity 19: Ups and Downs.

A

Cartoon Capers. This activity illustrates words ending with the /ē/ sound spelled y.

Have pupils tell what the cartoon is about. Tell pupils that the people in the boats have a problem. But before the pupils can read the cartoon and find out what the problem is they must solve a problem of their own. Ask: "What problem must you solve before you can read the cartoon?" (What letter goes in the blank?) Have pupils look at the words in the cartoon and tell where in the words the blanks are. (at the end of each word) Next have pupils look at the list words. Ask: "What letter does each list word end with?" (y)

Have pupils discuss the problem and try to figure out how many kilometres the people will travel a day. (2 km per day) Then have pupils read and discuss the questions at the bottom of the page. Remind them to write each list word in the cartoon.

20

CARTOON CAPERS

forty twenty thirty forty fifty sixty seventy eighty
ninety any many pretty city sorry only every
busy family plenty

Complete the cartoon with list words.

THE PROBLEM

If onl _____ eight _____ people in fift _____ boats can
go fort _____ kilometres in twent _____ days

And if onl _____ ninet _____ people in sevent _____
boats can go sixt _____ kilometres in thirt _____ days,

How man _____ kilometres a day will the people
travel to a cit _____ not far away?



What letter did you use to complete the words in the cartoon? What sound does the missing letter stand for? Now write each complete word.

78

Call attention to the spellings of **ninety** and **forty**; they are often misspelled "ninty" and "fourty."

Supplementary Activity

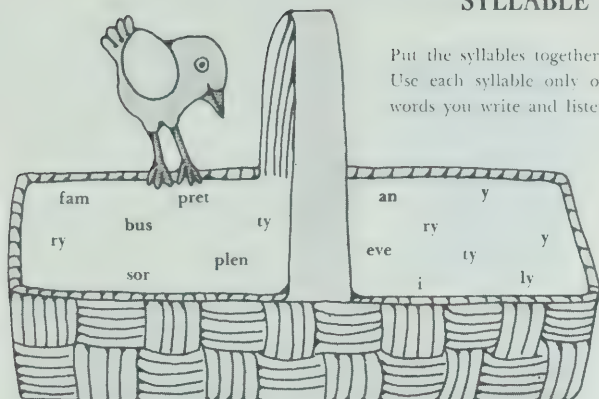
Practice with the /ē/ Sound. Have pupils turn to the Sound/Spelling Key on page 138 and find the /ē/ sound. Have them note that there are five ways to spell the /ē/ sound: **ea** at the beginning of a word, **ea** in the middle of a word, and **ee**, **e**, and **y** at the end of a word. (Note: The /ē/ sound spelled **e** usually comes at the end of the first syllable of a two syllable word.)

Write the following words on the board, leaving blanks in place of the letters in parentheses. Pronounce the words and have pupils fill in the blanks with the correct spelling of the /ē/ sound. Use context sentences for homonyms.

- | | |
|-------------|--------------|
| 1. (ea)se | 10. (ea)gle |
| 2. plent(y) | 11. sorr(y) |
| 3. sh(ee)t | 12. thirt(y) |
| 4. l(ea)f | 13. f(e)ver |
| 5. ninet(y) | 14. sw(ee)p |
| 6. m(ea)t | 15. fort(y) |
| 7. prett(y) | 16. r(ea)l |
| 8. (ea)ger | 17. sl(ee)p |
| 9. s(ee)n | 18. eight(y) |

SYLLABLE BASKET

Put the syllables together to form list words. Use each syllable only once. Pronounce the words you write and listen for their syllables.



WRITE OUT THE ANSWER

Can you figure out the math problems below? Write the list word that answers each problem.

a. thirty + forty = _____

b. eighty - sixty = _____

c. ten + thirty - fifty = _____

$$\begin{array}{r|l} 8 & 5 \\ \hline 4 & 3 \end{array}$$

forty

The /ɛ/ sound at the end of a word is usually spelled y.

Answers:

pretty
plenty
sorry
family
busy
every
any

- a. seventy
b. twenty
c. ninety

B

Syllable Basket. Remind pupils that a syllable is a word part with a single vowel sound. Give examples of words with more than one syllable and have pupils divide the words into syllables.

Pronounce all of the syllables in the basket and have pupils begin the exercises by forming the list word **family**.

After the exercise is completed have pupils read and spell the words. Write the words on the board, dividing them into syllables.

Write Out the Answer. In this activity pupils combine reading, spelling, and computation skills. Have them read the directions and write the answer to each problem.

Formula. Have pupils read the formula and tell how it applies to the key word. Have them give other examples of words that follow the same /ɛ/ pattern.

Supplementary Activity

Syllable Match. Write the following syllables on flashcards, one for each pupil. Provide some kind of rhythmic background music (a record,

a piano, or a drum). While the music is playing have pupils find partners with syllables that when matched with their own will make list words. Those who find partners by the time the music stops may change flashcards. Those who do not find partners must keep the same card.

twen	ty	pret	ty
thir	ty	cit	y
for	ty	sor	ry
fif	ty	on	ly
six	ty	eve	ry
sev en	ty	bu	sy
eight	y	fam i	ly
an	y	plen	ty
man	y	nine	ty

Answers:

1. ue
2. ue
3. ue
4. ue
5. ue

C

WRITE AND REVIEW

Using the number count for each letter have pupils practise writing capital letters **P** and **R**. Remind pupils to be sure to form the small loop in **R**.

P—Number Count: 1-2

—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right (until you just touch the beginning stroke).

R—Number Count: 1-2-3

—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right, forming a small loop just touching the up-stroke. 3. Curve down to the base line and then curve up.

Have pupils pronounce the names in the second exercise. After pupils have written each name have them check the shape of their letters against the models in their books.

Remind pupils to write every word on the base line as they copy the sentence in the third exercise. When they have finished ask them to name the vowel sound at the end of **family**. (the /ē/ sound) Remind pupils that the /ē/ sound at the end of a word is usually spelled **y**.

Misfits. The focus is on the /ü/ sound spelled **ue**. Pupils are likely to

WRITE AND REVIEW

Practise each letter.

P 1,2

R 1,2,3

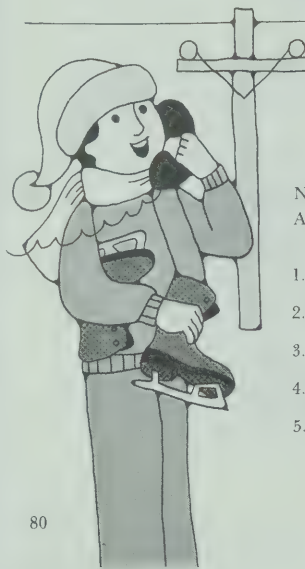
Write each word below.

Peter

Roberto

Copy the sentence.

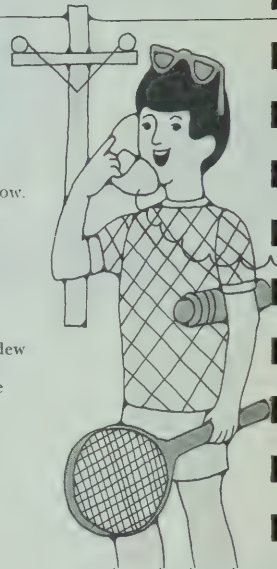
*Peter wanted to know when
Roberto's family moved.*



MISFITS

Name the letters missing from the words below.
A clue is given for each word.

- | | |
|--------------|--------------------------------------|
| 1. bl_____ | colour of the sky |
| 2. tr_____ | opposite of false |
| 3. d_____ | homonym for do and dew |
| 4. gl_____ | another word for paste |
| 5. aven_____ | a wide street |



80

misspell the sound as **u**. Repeat each word and write it on the board.

D

Unit 20 Quiz

1. **Twenty** swans swam by.
2. It is hard to look **pretty**.
3. I counted **thirty** elephants.
4. The next day, I counted **forty**.
5. I am **sorry** there weren't more.
6. The **city** was crowded.
7. I see **ninety** kernels of corn.
8. Are there **many** more?
9. Did you see those **fifty** people?
10. No, I saw **sixty** people.
11. They looked very **busy**.

Supplementary Activity

Practice. Write the following sentences on the board and have pupils copy them, using words from **Misfits** in the blanks.

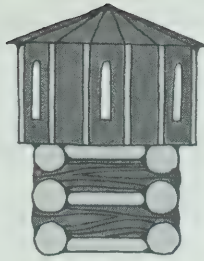
1. Please (glue) the paper together.
2. Is the story (true)?
3. The (avenue) traffic is heavy.
4. My book is (due) today.
5. Why is the sky (blue)?

LOOK AGAIN

CHANGE THE WORD

Change each word below so that it ends with the /ē/ sound.

1. fort_____
2. bus_____
3. ever_____
4. man_____
5. read_____
6. cheer_____



NUMBERS GAME

Which word would you use in place of the underlined numerals in the sentences below?

1. seventy seven
Please buy me 7 hamburgers.

2. four forty
Our car went 40 kilometres per hour.

3. nine ninety
 $9 \times 10 = \underline{90}$

4. six sixty
My grandfather is 60 years old.

LOOK AHEAD

MATCH THE MEANINGS

Match the written numbers with the numerals.

- | | |
|-----------------|---------|
| 1. twenty-one | a. 55 |
| 2. ninety-six | b. 21 |
| 3. forty-four | c. 2:20 |
| 4. fifty-five | d. 44 |
| 5. two twenty | e. 3:30 |
| 6. three thirty | f. 96 |

WORD BUILDING

Add the letters **my** or **dy** to the words below.

- | | | |
|--------|---------|---------|
| 1. dad | 4. Ted | 7. chum |
| 2. mom | 5. clam | 8. bud |
| 3. Tom | 6. Jim | |

Do the added letters change the meanings of any words?

Answers:

LOOK AGAIN

1. forty
2. busy
3. every
4. many
5. ready
6. cheery

LOOK AHEAD

1. b
2. f
3. d
4. a
5. c
6. e

1. seven
2. forty
3. ninety
4. sixty

1. daddy
 2. mommy
 3. Tommy
 4. Teddy
 5. clammy
 6. Jimmy
 7. chummy
 8. buddy
- yes

vary the sentences, using addition, subtraction, and division signs, or they may wish to leave off the final answer. Tell pupils to be sure to write problems that will have list words as answers. Have pupils exchange sentences and write the words that answer them.

LOOK AHEAD

Match the Meanings. In this activity pupils match words with symbols. Have them write each word with the matching symbol on the same line of their papers. Pupils should be able to complete the exercise independently.

Word Building. Have pupils read the directions and complete the exercise independently. After the words are written you may wish to discuss how the y ending affects some words by making them more childish or familiar.

12. I have **plenty** of ducks.
13. You're the **only** one I like.
14. I counted **eighty** lights.
15. Are there **any** left?
16. I drop it **every** time.
17. Daisy's **family** is large.
18. The top score is **seventy**.

E

LOOK AGAIN

Change the Word. Read the directions to pupils and have them complete the exercise. Have them correct

their own work as you select someone to spell each word aloud. Write the words on the board, circling the y. (Note: Items 5 and 6 are non-list words.)

Numbers Game. Have pupils read the directions and complete the exercise, writing list words and nonlist words.

Supplementary Activity

Number Sentences. Have pupils write five number sentences similar to the one in item 3. Pupils may wish to

Answers:

2. coffee
3. alley
4. honey
5. chimney
6. valley
7. turkey
8. journey
9. volley

21

CRAZY CUBES

<u>bee</u>	knee	free	agree	coffee	tepee	bee		
<u>key</u>	donkey	monkey	turkey	money	honey	alley	valley	
	pulley	volley	chimney	journey	key			

Line up the cubes to make list words.

1. don, Mic; cof; 2. key, fin, fee; 3. bum, ley; 4. hon, est, ey; 5. chim, e, ney; 6. pul, val; 7. tur; 8. jour, attor; 9. bar, vol; ley.

donkey

donkey, coffee, tepee, honey, alley, valley

82

Emphasis—The /ē/ sound spelled ee and ey.

Additional Resources—Use Enrichment Activity 20: Small Talk

A

Crazy Cubes. This activity shows that the /ē/ sound can be spelled ee or ey.

Remind pupils that each set of cubes can make more than one word

but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **donkey**. Remind them to write the list word after they have identified it.

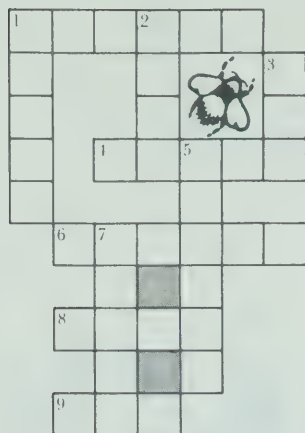
Have pupils pronounce the list words. Ask: "What sound do you hear at the end of each of these words?" (the /ē/ sound) "What letters spell this sound in **donkey**? In **coffee**?" Help pupils see that in some words the /ē/ sound is spelled ey and in others it is spelled ee.

Supplementary Activity

More Crazy Cubes. Have pupils rearrange the cubes to make other words. Select pupils to identify the /ē/ sound, if any, and tell how it is spelled. (1. Mickey; 2. coffin, fee; 3. album; 4. honest; 5. chime; 6. pulley; 7. turban, turnip; 8. journal; 9. barley)

Note: Three functions of the letter e are shown in items 4 and 5: the /ē/ sound (ey); the /i/ sound (est); and the long vowel marker (chime).

CROSSWORD



Use list words to complete the crossword.

ACROSS

1. swings from trees
4. Indian tent
6. between hills
8. costs nothing
9. used in locks

DOWN

1. does not grow on trees
2. needed to bend a leg
3. busy with honey
5. used with heavy weight
7. opposite of argue

MORE THAN ONE

Say the words. What sound do you hear at the end of the words in the left-hand column? What sound do you hear at the end of the words in the right-hand column? What letter ends all the words in both columns?

- | | |
|------------|----------|
| 1. knees | 5. cats |
| 2. monkeys | 6. belts |
| 3. tepees | 7. cups |
| 4. keys | 8. nests |

bee

The /ē/ sound at the end of a word can be spelled ee.

key

The /ē/ sound at the end of a word can be spelled ey.

Answers:

ACROSS

1. monkey
4. tepee
6. valley
8. free
9. key

DOWN

1. money
2. knee
3. bee
5. pulley
7. agree

the /z/ sound
the /s/ sound
the letter s

two other list words that follow each formula.

Supplementary Activities

Do-It-Yourself Crosswords. See if pupils can make their own crossword puzzles, using any or all of the following words: **coffee, donkey, honey, turkey, alley, volley, chimney, journey.** Point out that in making a puzzle it is usually easier to fit the words together first and then to write the clues and draw the puzzle layout.

When they are finished have them exchange puzzles and work a puzzle made by someone else. Find out how many different puzzles pupils were able to make from the words.

More Plurals. You may wish to point out that to form the plurals of **donkey, monkey, turkey, alley, valley, chimney, journey, trolley, and pulley** the letter s is simply added to the ending. Emphasize that whenever y is preceded by a vowel the y is not changed to i.

B

Crossword. Review how crossword puzzles are worked.

Help pupils read each clue, reminding them that the answers can be found in the list words. Have pupils write the correct list words on their papers.

More than One. This activity provides audio discrimination between /z/ and /s/ sounds and shows that

both are spelled with s. Have pupils compare the ending sounds of words in items 1 through 4 with the ending sounds of words in items 5 through 8. Help them read and discuss the initial questions, leading to the understanding that although some plural sounds have a /z/ sound and others an /s/ sound they are all spelled with s.

Formulas. Read the formulas and have pupils tell how they apply to the key words. Have pupils find at least

Answers:

1. au
2. au
3. au
4. au
5. au

the /ô/ sound

C

WRITE AND REVIEW

On the board illustrate the formation of capital letters **Q** and **L**. Point out that **Q** "faces" the left and has a reverse curve ending that is like that of capital **L**.

Q—Number Count: 1-2-3

—Descriptive Count: 1. Small loop.
2. Curve around and down to form a small loop (lying flat on the base line). 3. Swing out in a curve below the base line.

L—Number Count: 1-2-3

—Descriptive Count: 1. Curve up and loop down in a slant. 2. Make a small loop that lies flat on the base line. 3. Swing out in a curve below the base line.

Have pupils copy the sentence in the second exercise. Tell them to check the shape of each letter they write. Ask pupils to name the vowel sound at the end of **monkey** and **donkey**. (/ê/) Ask pupils to name the letters that spell the /ê/ sound. (ey) Remind pupils that the /ê/ sound at the end of a word can also be spelled ee as in **bee**.

Misfits. The focus is on the **au** spelling, which pupils may misspell as **o** or **aw**. Repeat each word and write it on the board.

WRITE AND REVIEW

Practise each letter.

Q¹⁻²⁻³

L¹⁻²⁻³

Copy the sentence.

*"Quick! Look at the monkey
on the donkey's back,"
laughed Linda.*



Name the letters missing from the words below.

- | | |
|-----------------|--------------------|
| 1. ____to | short word for car |
| 2. d____ghter | opposite of son |
| 3. bec____se | means "due to" |
| 4. ____tomobile | long word for car |
| 5. c____se | means "reason for" |

What sound do the missing letters stand for in each of the words above?



84

Supplementary Activity

Practice. Write the following sentences on the board and have pupils copy them using one of the words from the exercise in each blank.

1. (Automobile) is a long word for auto.
2. The short word for automobile is (auto).
3. The (cause) of measles is a virus.
4. She has a son and a (daughter).
5. I want it (because) I like it.

D

Unit 21 Quiz

1. Stratton rode his **donkey**.
2. Stevie was stung by a **bee**.
3. Let the bird go **free**.
4. I don't agree with you.
5. We decided not to have **turkey**.
6. The snail went on a **journey**.
7. Have you ever cleaned a **chimney**?
8. Greg slipped in the **alley**.
9. How much **money** did you bring?
10. I like to play **volley ball**.
11. Who lives in this **tepee**?
12. Sue lost her **key**.

LOOK AGAIN

FLIP CARDS

Make a flip card with **ee** on one side and **ey** on the other. When your teacher says a word, flip up the side that spells the /ē/ sound.



MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

1. bee	be	been	bec
2. donkey	dunking	donkey	monkey
3. pulley	pulled	pulling	pulley
5. alley	ally	ailing	alley
6. barley	barley	barely	bravely

LOOK AHEAD

WORD FINDING

Remove one or two letters from the words below to make one or more new words.

Example: bee → b/e → be

1. monkey
2. pulley
3. chimney
4. valley

MAD MAX

Change each word in heavy type to a list word to make sense out of Mad Max's mixed-up story.

"On Thanksgiving, we had a **donkey** dinner with a delicious **money** dressing. We invited everyone who lived in our **volley** to drink **toffee** after we had eaten. I balanced my cup on my **elbow** so that I wouldn't spill it."



Answers:

LOOK AHEAD

Answers will vary.

turkey
honey
valley
coffee
knee

Mad Max. Begin with a discussion of the picture. Ask: "Who is in the picture? What is he doing?"

Supplementary Activity

Spin the Bottle. Make a deck of flashcards, using the following words: alley, barley, chimney, donkey, hockey, honey, jersey, jockey, journey, kidney, money, monkey, pulley, tourney, valley, volley, degree, agree, flee, fee, levee, tree, free, decree, refugee, and see. (Eliminate and add words with **ey** and **ee** endings according to the ability of your pupils.)

Have pupils sit on the floor in a circle. Place a soft drink bottle and the deck of flashcards in the centre of the circle. Have someone spin the bottle. When the bottle stops, whomever it is pointing to must draw a card. He or she then reads the word on the card and, without showing the word, calls on someone to tell whether the /ē/ sound at the end of the word is spelled **ey** or **ee**. If the pupil answers correctly he or she spins the bottle. If he or she answers incorrectly he or she must take the card and use the word in whatever way he or she is told, such as, write the word on the board, use it in a sentence, or spell it aloud. The card is then put on the bottom of the deck, and the game continues.

13. The dog licked up the **honey**.
14. The **monkey** hung from the light.
15. Jody skinned her **knee**.
16. Fill my **coffee** cup, please.
17. The mill is in the **valley**.
18. Use a **pulley** to lift the pail.

alley key
valley bee
free volley
knee journey

Matcho. Pupils should write the word that is the same as the first word in each line. Item 6 is a nonlist word.

E

LOOK AGAIN

Flip Cards. Have pupils read and follow the directions. Then pronounce the following words and have pupils hold up the card showing how the /ē/ sound is spelled.

LOOK AHEAD

Word Finding. On the board write the word **bee** and have pupils pronounce it. Say: "Let's see what smaller word we can find in this word." Ask: "Do you see the word **be**?"

Answers:

shy
spy
bright
knight
flight
supply
fry
lie
pie
spy
knight
the /i/ sound

22

CODE-O

tigh	flight	fright	knight	tonight	bright	tight
die	lie	pie	tie	die		
shy	spy	why	fry	apply	reply	supply multiply shy

Break the code by figuring out what missing letters the symbols \diamond , \diamond , and \diamond stand for. (Hint: The code words come from the list.) Write the list words to complete the story.

THE SPY AND THE KNIGHT

Once a sh \diamond sp \diamond and a br \diamond t kn \diamond t
Went on a magic carpet fl \diamond t.
For food they had a large suppl \diamond
Of shiny fish that they could fr \diamond
Then on their carpet they would l \diamond
And munch a juicy apple p \diamond
Don't you think the sp \diamond and kn \diamond t
Must have been a funny sight?
What sound do the symbols \diamond , \diamond , and \diamond
stand for?



86

Emphasis—The /i/ sound spelled igh, ie, and y.

Additional Resources—Use Enrichment Activity 21: Twicely Nicely.

A

Code-O. This activity calls attention to words ending with the /i/ sound spelled ie and y and to words in which the /i/ sound occurs in the middle of the word and is spelled igh.

Have pupils read the directions and identify the symbols. Tell pupils that each symbol stands for different letters but that all of the letters stand for the same sound. Have them read the poem and write list words that complete each line.

Have someone read the poem aloud. Have pupils listen to the /i/ sound and tell how it is spelled in each word. Discuss the question at the bottom of the page and find out how many pupils broke the code.

Have pupils tell which of the three groups of list words end with y and ie and in which group the /i/ sound is spelled igh.

OPPOSITES

Write list words that mean the opposite of the words below.

1. untie
2. loose
3. live
4. today
5. bold
6. dull

COMPLETE THE WORDS

The words below can be completed by filling in the correct spelling of the /i/ sound. Write the complete words on your paper.

1. wh_____
2. multipl_____
3. fr_____t
4. appl_____
5. repl_____
6. t_____

How many ways was the /i/ sound spelled in the words you wrote?

tight

The /i/ sound in the middle of a word can be spelled **igh**.

die

The /i/ sound at the end of a word can be spelled **ie**.

shy

The /i/ sound at the end of a word can be spelled **y**.



Answers:

1. tie
2. tight
3. die
4. tonight
5. shy
6. bright

1. why
2. multiply
3. fright
4. apply
5. reply
6. tie

three

B

Opposites. First review the term "opposite" by asking: "What is the opposite of generous?" (**stingy**) "Of kindness?" (**cruelty, unkindness**) Have pupils read the directions and complete the exercise. Point out that **loose** is frequently misspelled **lose** and that **live** has two pronunciations.

Complete the Words. Review the three spellings of the /i/ sound and have pupils tell which two (**y** and **ie**) occur at the ends of words and which one (**igh**) occurs in the middle of

words. Have pupils complete the exercise and discuss the final question.

Note: Remind pupils of the main way the /i/ sound is spelled, that is, **i-C-e**. Emphasize that the position of the /i/ sound is a major clue to its spelling.

Formulas. Have pupils read each formula and tell how it applies to the key word.

Supplementary Activity

Listen for the Position. Write the following words on the board, leaving

blanks in place of the letters in parentheses. Pronounce each word and have pupils copy the letters on the board and fill in the blanks with the correct spelling of the /i/ sound.

- | | |
|---------------|--------------|
| 1. br(igh)t | 11. fl(igh)t |
| 2. kn(igh)t | 12. wh(y) |
| 3. s(igh)t | 13. (p(ie) |
| 4. cr(y) | 14. t(ie) |
| 5. l(ie) | 15. fr(y) |
| 6. appl(y) | 16. repl(y) |
| 7. multipl(y) | 17. pr(y) |
| 8. sk(y) | 18. spr(y) |
| 9. suppl(y) | 19. h(igh) |
| 10. r(igh)t | 20. l(igh)t |

Answers:

1. oo
2. ui
3. ui
4. o
5. eau

C

WRITE AND REVIEW

Have pupils practise writing capital letters **J** and **I** as they say each letter's number count. Remind pupils that in making capital **J** the up-stroke must cross the down-stroke at the base line.

J—Number Count: 1-2

—Descriptive Count: 1. Wide loop up (to the left) and straight slant down past the base line. 2. Narrow loop up (crossing the down-stroke at the base line).

I—Number Count: 1-2-3

—Descriptive Count: 1. Curve up (to the left), loop down. 2. Curve up at the base line. 3. Swing out (to the right)

Write the word **knight** on the board. Ask pupils to describe a **knight**. Then ask them to name the vowel sound in **knight**. (the /i/ sound) Have pupils give you the spelling of the /i/ sound when it occurs in the middle of a word. (igh)

Tell pupils to copy the poem. Encourage them to write as neatly as possible and to check their writing style when they have finished.

WRITE AND REVIEW

Practise each letter.

J¹⁻²

I¹⁻²⁻³

Copy the poem.

*Jack took his stand
With a lance in hand.
Is Jack a knight?
He's quite a sight!*

MISFITS

Name the letters missing from the words below.

- | | |
|-----------------|----------------------------|
| 1. z _ _ _ | a home for animals |
| 2. s _ _ _ t | coat and trousers |
| 3. fr _ _ _ t | grows on trees |
| 4. m _ _ _ ving | opposite of standing still |
| 5. b _ _ _ ty | not ugliness |

88

Misfits. The focus is on the /ü/ sound spelled **oo**, **ui**, and **o** and the /ü/ sound spelled **eau**. Pupils are likely to be confused about when to use which spelling.

Supplementary Activity

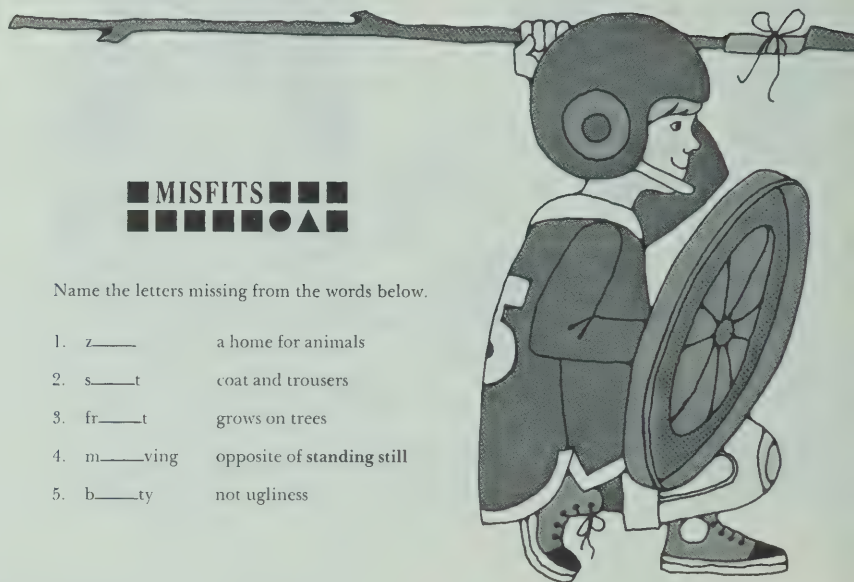
Practice. Write the following sentences on the board and have pupils fill in the blanks with words from Misfits.

1. The neighbours are (moving).
2. The new car is a (beauty).
3. Most (fruit) grows on trees.
4. Some animals live in the (zoo).
5. His dark (suit) looked good.

D

Unit 22 Quiz

1. Did he **reply**?
2. The clown threw the **pie**.
3. I can't tell you **why**.
4. I never have learned to **multiply**.
5. The armour belongs to the **knight**.
6. Dad couldn't find his **tie**.
7. The dog will **die** of old age.
8. Sarah is too **shy** to speak up.
9. How do you **apply** this medicine?
10. The puppy shook from **fright**.
11. The light is too **bright**.
12. We need a new chalk **supply**.
13. Don't **lie** on those nails.
14. The ducks were in **flight**.





LOOK AGAIN

SOUND-ALIKES

Which homonym would you use in the sentences below?

1. die dye

Without water, a flower will _____.

2. lie lye

I would not tell a _____.

3. night knight

The sun never shines at _____.

4. night knight

Sir Lancelot was a famous _____.

CHANGE THE WORD

Change each word below to its plural form. Say the plural words you have written. Does each one have the same sound at the end?

1. pie 3. flight 5. night 7. light
2. knight 4. tie 6. sight 8. lie

LOOK AHEAD

WHAT AM I?

Write list word answers to the riddles.

1. Men wear me around their necks.
2. I collect secrets.
3. Airplanes, rockets, and birds all have me in common.
4. I am another word for answer.

WRITE ABOUT WHAT HAPPENED

Write a story about why the spy and the knight on page 86 went on their magic carpet flight. Use as many list words as you can.

Answers:

LOOK AGAIN

1. die 3. night
2. lie 4. knight

1. pies 5. nights
2. knights 6. sights
3. flights 7. lights
4. ties 8. lies

no

LOOK AHEAD

1. tie 3. flight
2. spy 4. reply

Answers will vary.

be heard and caught but never seen. What am I? (A remark.) I am lighter than a feather, yet harder to hold. What am I? (Your breath.)

Write About What Happened. Have pupils turn back to page 86 and look at the picture. Ask: "Why do you think a spy and a knight would be together? Where might they be going on the magic carpet?" Help pupils develop short plots. Then have them read and follow the directions.

15. I must leave **tonight**.
16. The shoes were too **tight**.
17. Should I **fry** the fish?
18. Gary would make a good **spy**.

E

LOOK AGAIN

Sound-Alikes. This activity shows that the same sound can have different spellings and meanings. To complete the exercise follow the procedure on page 13.

Change the Word. First make sure everyone understands what the term "plural" means. Ask: "If the plural

of **boy** is **boys** what is the plural of **girl**? What letter was added to make the plural form?" (s) Next have pupils read the directions and complete the exercise. In discussing the final question point out that items 1, 4, and 8 have /z/ sounds because the s is added after a voiced sound. The other words have /s/ sounds because the s is added after a voiceless sound.

LOOK AHEAD

What Am I? Encourage pupils to ask riddles they may know. Examples you may use: I never ask any questions, but I demand a great many answers. What am I? (A doorbell.) I can

Supplementary Activities

Story Follow-Up. After pupils have written their stories have some of the better ones read aloud. Underline the list words and put the stories on a bulletin board.

A Riddle. Read the following riddle aloud and have pupils answer it. Then have pupils tell what vowel sound the word at the end of each line has and how the vowel sound is spelled.

Sometimes I am very sly,
Other times a trade I ply;
Over the billows swift I fly,
Now, pray tell me, who am I?
(Craft.)

Answers:

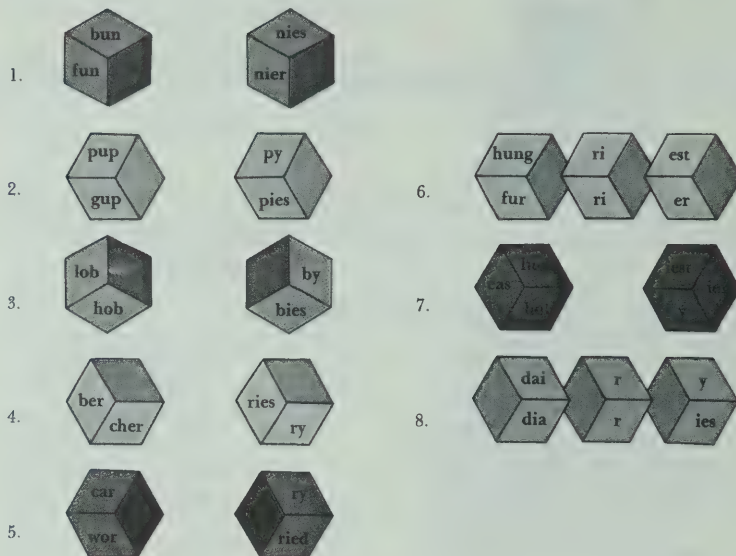
1. bunnies
2. puppies
3. hobbies
4. berries
5. carried
6. hungrier
7. luckier
8. dairies

23

CRAZY CUBES

bunny	bunnies	armies	cookies	puppies	hobbies	berries
bunnies	parties	dairies	pennies	daisies	married	carried
	hurried	emptied	luckier	muddier	hungrier	angrier

Line up the cubes to make list words.



Additional Resources—Use Enrichment Activity 22: Bird Brains.

Emphasis—Changing y to i.

A

Crazy Cubes. This activity illustrates words in which the y of the root word has been changed to i and an ending (es, ed, or er) has been added.

Explain to pupils that each set of cubes can make more than one word but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **bunnies**. Remind them to write the list word after they have identified it. Continue in the same way with the remaining sets of cubes.

After the words have been written have pupils read them aloud. Ask: "How are the endings of the words alike?" (They all have an i.) Ask: "What other letter does i sometimes sound like?" (y) "What is the root word of each word?" Write the root words on the board. Point out that each root word ends in y. Ask: "How many different endings do the list words have?" (three: ies, ied, and ier) Help pupils see that in the list words y was changed to i to add er, ed, and es endings.

Supplementary Activity

More Crazy Cubes. Have pupils rearrange the cubes to make other words. (1. **funnies, funnier**; 2. **puppy, guppy, guppies**; 3. **lobbies, lobby, hobby**; 4. **berry, cherry, cherries**; 5. **carry, worry, worried**; 6. **hungriest, furrier, furriest**; 7. **luckiest, holiest, holy, holier, lucky, easy, easiest, easier**; 8. **dairy, diary, diaries**) Point out that in words with suffixes y was changed to i before adding the endings.

WORD FORMS

Read the words in each line. Then find and write the word from each line that makes sense in the sentence.

1.	daisy	daisies
----	-------	---------

Many daisies are growing in the field.

2.	marry	married
----	-------	---------

Who is getting _____ in the morning?

3.	hurried	hurry	hurrying
----	---------	-------	----------

She _____ home yesterday.

4.	emptied	empty	emptier
----	---------	-------	---------

He _____ the wastebasket for his mother.

5.	muddy	muddier	muddiest
----	-------	---------	----------

My shoes are _____ than yours.

6.	angry	angrier	angriest
----	-------	---------	----------

An eagle can be _____ than a dove.

7.	lucky	luckier	luckiest
----	-------	---------	----------

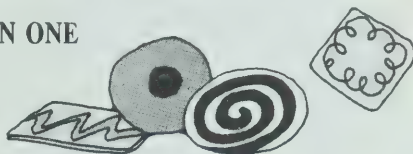
Is a rabbit's foot _____ than a toad's toe?

MORE THAN ONE

Read the words in each line. Write only the word that means one of something and the word that means more than one of something.

1.	army	armed	armies
2.	partied	parties	party
3.	penniless	penny	pennies

What are the differences in the spelling between the words that mean one thing and the words that mean more than one thing?



bunny
bunnies

y changes to i when any ending (except ing) is added to a word that ends with consonant-y.

Answers:

2. married
3. hurried
4. emptied
5. muddier
6. angrier
7. luckier

1. army, armies
2. party, parties
3. penny, pennies

y changes to i and es is added

Supplementary Activities

More Plurals. Write the formula on chart paper, using bright-coloured ink to write "Consonant-y." Hold up the formula and have someone read it aloud.

On the board write the words **donkey, monkey, turkey, alley, valley, chimney, and journey**. Remind pupils that the words are from Unit 21 and that they are single forms ending with y. Ask: "Do you remember how the plural for these words is formed?" Put an s on each word.

Next write **berry, puppy, bunny, army, hobby, daisy, and cooky** on the board. Point out that these words are also single forms ending with y. Ask: "How are their plurals formed?" (by changing y to i and adding es) Show how to form the plurals. Then ask: "Why did we simply add s to the words from Unit 21 and not to the words from Unit 23?"

Show the formula. Help pupils understand that the letter *before* y determines whether or not the y is changed to i.

Plural Review. On the board write **twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, city, and family**. Remind pupils that the words are from Unit 20. Have them write the plural of each word.

B

Word Forms. First help pupils understand what is meant by "forms of words." Tell them that when a word is used in different ways it must sometimes be changed to fit the way it is used. Show how changing the ending of **daisy** makes another form.

Have pupils read and follow the directions. Emphasize that learning to spell one form of a word is a major clue in learning to spell other forms.

More than One. Remind pupils that different word forms are used in different ways. Discuss forms ending in **ed, es, er, and less**. Then have pupils read the directions and complete the activity on their own.

In discussing the final questions emphasize that single forms of words end in y and that plural forms end in ies. In plural forms the i replaces the y and es is added.

Formula. Have pupils read the formula aloud and tell how it applies to the key words.

Answers:

1. o
2. o
3. o
4. ou
5. ou

C

WRITE AND REVIEW

Capital letters **T** and **F** are identical in formation except for the across stroke in **F**. Tell pupils to practise writing each letter carefully as they say its number count.

T—Number Count: 1-2-3-4

—Descriptive Count: 1. Small loop.
2. Curve. 3. Curve down and around (to the left). 4. Swing out.

F—Number Count: 1-2-3-4-5

—Descriptive Count: 1. Small loop.
2. Curve. 3. Curve down and around (to the left). 4. Swing out.
5. Across (midway in the space).

Have pupils copy the poem in the second exercise. Remind them to begin each line of the poem with a capital letter and to leave a space the width of a small o between the words. Have the poem read aloud.

Write the word **puppies** on the board. Ask pupils to name the word that is the singular of **puppies**. (**puppy**) Write **puppy** on the board and ask pupils how that word can be changed to mean more than one **puppy**. (The **y** changes to an **i** when any ending, except **ing**, is added to a

WRITE AND REVIEW

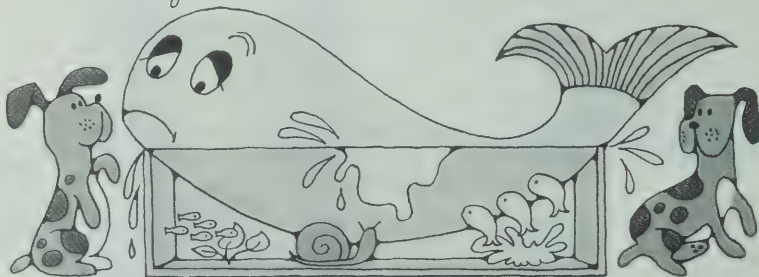
Practise each letter.

T 1-2-3-4

F 1-2-3-4-5

Copy the poem.

*Frank had puppies and guppies,
Three goldfish, a snail.
Father thought it absurd
To ask for a whale.*



Name the letters missing from the words below.

- | | | | |
|-------------|-------------------|----------------|-----------------------|
| 1. b_____th | means "two" | 2. gh_____st | likes a haunted house |
| | | 3. cl_____thes | worn by people |
| 4. c_____rt | where judges meet | 5. c_____rse | homonym for coarse |

92

word that ends with consonant-y.)

Misfits. The focus is on the /ō/ and /ô/ sounds spelled **o** and **ou**. Pupils may misspell items 1 through 3 with /ō/ sound patterns (**boath**, **ghoast**, **cloathes**) and items 4 and 5 with the /ô/ sound patterns (**cort**, **corse**). Say each word and write it on the board.

Supplementary Activity

Practice. Write the following sentences on the board. Have pupils fill in the blanks with words from Misfits.

1. I took my complaint to (court).
2. I thought I saw a (ghost).
3. (Clothes) are worn for comfort.
4. I want to take a (course) in art.
5. (Both) twins have colds.

D

Unit 23 Quiz

1. The **cookies** disappeared.
2. Please don't eat the **daisies**.
3. Josh **carried** it across the stream.
4. The stream **emptied** into the river.
5. She got **angrier** by the second.
6. When was your aunt **married**?
7. The bear stuffed his mouth with **berries**.
8. I can't find the two **puppies**.
9. Old Mr. Tooty has five **hobbies**.
10. The mouse seemed **hungrier** every day.
11. Dixie went to three **parties**.
12. Mr. Thomas inspected the **dairies**.
13. Sue **hurried** through her chores.

LOOK AGAIN

FIND THE ROOT

Write the root word for each group of words below.

1. carrying	carries	carry	carrier
2. marries	marrying	married	marry
3. replies	replying	reply	replied
5. frying	fried	fries	fry

CHANGE THE WORD

Change each word below to its plural form.

1. puppy
2. daisy
3. dairy
4. hobby
5. pony
6. story
7. lady
8. city

LOOK AHEAD

MAD MAX

Change the form of each word in heavy type to make sense out of Mad Max's mixed-up story.

Mad Max reported some **funnies** business at the **taffed** factory. He said, "I saw four **spy** who **try** to get into the place. First they tried to **pries** the door open. Then they got on the roof, but they were not **luckier** enough to get to the **candied**."

Was Max seeing flies or spies?



Answers:

LOOK AGAIN

1. carry
2. marry
3. reply
4. supply
5. fry

1. puppies
2. daisies
3. dairies
4. hobbies
5. ponies
6. stories
7. ladies
8. cities

LOOK AHEAD

funny
taffy
spies
tried
pry
lucky
candy

doing. Ask: "What kind of factory does the picture show? What is Mad Max watching?" Tell pupils that Mad Max later wrote a story about what he saw at the candy factory, but his story got all mixed up. Have pupils read the story silently and tell what is wrong with the words in heavy type. (They are the wrong forms.) Have pupils read and follow the directions. Then discuss the question at the bottom of the page.

Supplementary Activity

More Stories. The beginning of another story about Mad Max follows. Put the sentences on the board and have pupils copy them, completing the story in their own words. Remind pupils to use as many list words as possible.

Mad Max has some strange hobbies. One of his hobbies is picking things—things like berries or daisies. One day when Mad Max was picking daisies, he became hungry.

14. The **armies** clashed at Gettysburg.
15. Save your **pennies**.
16. Terry seems **luckier** than Jim.
17. The yard is **muddier** than before.
18. The **bunnies** had escaped.

E

LOOK AGAIN

Find the Root. Have pupils look at the first word in item 1 and cover the ending. Ask: "What is left?" (carry) "Is this the root word?" (yes) Have pupils cover the ending in **carries** to get **carri**. Ask: "Is this the root word?" (no) "How do you find the root?" Help pupils see that they must change the **i** back to **y** to make the root word

carry. Follow the same procedure with **carrier**, leading pupils to see that the root word for the entire line is **carry**. Continue in the same way with the remaining words. Then have pupils read the directions and write the root word for each line.

Change the Word. Remind pupils that "plural" means "more than one." Have pupils read the directions and write the plural forms for each of the eight words.

Note: Items 1 through 4 are list words, and items 5 through 8 are non-list words.

LOOK AHEAD

Mad Max. Have pupils look at the picture and tell what Mad Max is

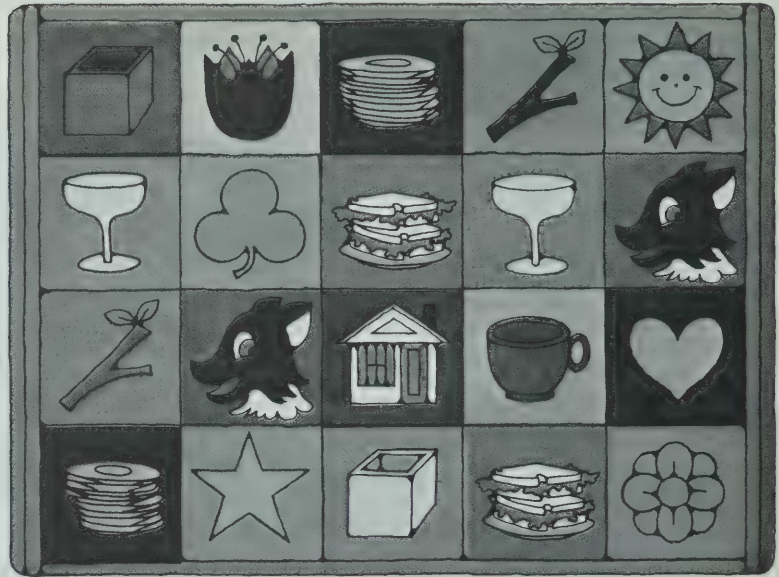
Answers:

boxes
dishes
branches
glasses
sandwiches
foxes

24

BIG PICTURE

foxes wishes dishes boxes foxes taxes branches sandwiches
lunches glasses
I'm I'll I've we'll we're didn't aren't it's that's
I'm



Which list words can you find in this picture? Write the words you find on your paper.

Emphasis—The formation of *es* plurals and contractions.

Additional Resources—Use Enrichment Activities 23 and 24: Riddle Fiddling and Contraction Action.

94

A

Big Picture. This activity calls attention to words with plural forms spelled *es*.

Begin by asking pupils to identify objects in the picture. Have them note there is more than one of some objects. Ask: "Would you use words with singular or plural forms to describe these objects?" (plural)

Next have pupils read the first group of list words and tell whether the words are singular or plural forms. Ask: "What letters make the plural

form of the words?" (*es*) Point out that that the *es* spells an added syllable.

Have pupils read and follow the directions. Ask each pupil to correct his own work, using the list words to check the spellings. Have pupils circle the letters that make each word a plural. Check to see that everyone circles *es*.

Tell pupils the next group of words are *contractions*. Explain that a contraction is a way to write one word in place of two. (Point out that the word "contract" means to shorten.) Have pupils read the contractions in

the second group of list words and tell what two words each contraction stands for.

Supplementary Activity

Practice. Write the following sentences on the board, putting the answer choices in parentheses. Have pupils copy the sentences, using the correct word. (Answers are in heavy type.)

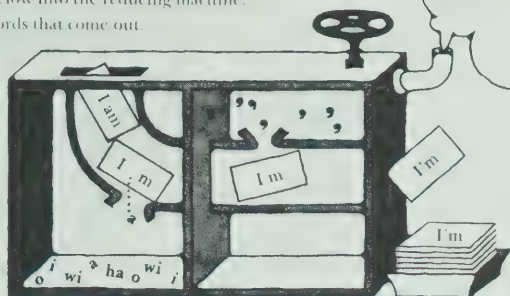
1. I must wear (glass, **glasses**) to see.
2. We built the tree house on four (branch, **branches**).
3. The (fox, **foxes**) were in the cage.
4. No one likes to wash (**dishes**, dish).

REDUCING MACHINE

Put the words below into the reducing machine.

Write the list words that come out.

1. I am
2. did not
3. we are
4. I have
5. that is
6. I will
7. it is
8. we will
9. are not



What did the machine do to the words that went in?

WORD FORMS

Look at the first word in each line. Then find and write the plural form of the first word.

1. lunch	luncheon	lunched	lunches
2. branch	branched	branches	branching
3. box	boxes	boxing	boxed
4. tax	taxed	taxing	taxes
5. glass	glasses in	glasses	glasses
6. wish	wishy-washy	wishful	wishes

What letters were added to spell the plural forms?

foxes

es is used to show the plurals of words ending sh, x, ch, and ss.

I am
I'm

An **apostrophe** can show that one word has been made from two words. The apostrophe signals that something has been left out.

Answers:

2. didn't
3. we're
4. I've
5. that's
6. I'll
7. it's
8. we'll
9. aren't

1. lunches
2. branches
3. boxes
4. taxes
5. glasses
6. wishes

the letters es

B

Reducing Machine. Have pupils look at the picture and tell what the machine does. Tell them that the name of the machine will give them a clue. (The machine takes in words and replaces letters with apostrophes, producing shorter versions of the original words.) Have pupils read the directions and write list words made of each pair of words going into the machine.

Have pupils read and discuss the final question.

Word Forms. Remind pupils that words have different forms and that when the ending of a word is changed the form of the word also changes. Remind them, too, that different forms are used in different ways. Ask: "How is a plural form used?" (to tell about more than one person or thing) "What letters make the plural of lunch?" (es) Have pupils read and follow the directions. Then discuss how the plurals of the list words are formed. Help pupils to understand the concept in the formula.

Formulas. Read the first formula and write the singular and plural

forms of **fox** on the board. Repeat the procedure for **sh**, **ch**, and **ss**, using the words **wish**, **branch**, and **glass**. Help pupils see that the **es** ending is only used to form the plurals of words ending with **sh**, **ch**, **x**, and **ss**. Ask pupils to name and spell other words that follow this pattern.

Introduce the word **apostrophe** by writing it on the board. Break it into syllables and have pupils pronounce it. Have someone read aloud the second formula and tell how it applies to the key words.

Supplementary Activity

Plural Review. Review the concepts in More Plurals on page 91. Help pupils see that there are three ways to form plurals: by adding **es** to words ending with **sh**, **ch**, **x**, and **ss** (discussed above); by changing **y** to **i** and adding **es**; and by adding **s**.

Answers:

1. u, y
2. ini
3. a
4. a, a
5. a, e

WRITE AND REVIEW

Practise each letter.

G 1-2-3-4

B 1-2-3-4

S 1-2-3

Write each word.

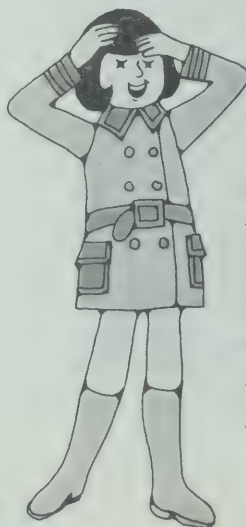
Gil

Ber

Sam

Copy the sentence.

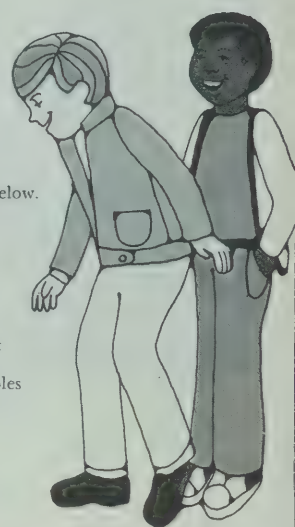
Gil and Sam said, "Ber, we'll help you find your glasses."



MISFITS

Name the letters missing from the words below.
A clue is given for each word.

- | | |
|-----------------|-----------------------|
| 1. st____d____ | students do this |
| 2. f____sh | complete |
| 3. met____l | harder than plastic |
| 4. s____l____d | raw, green vegetables |
| 5. r____th____r | instead of |



C

WRITE AND REVIEW

On the board slowly illustrate the formation of capital letters **G**, **B**, and **S**. Point out that each letter has a boat ending. Have pupils practise the letters as they say each letter's number count.

G—Number Count: 1-2-3-4

—Descriptive Count: 1. Curve up and loop around. 2. Curve up. 3. Curve down and around (to the left). 4. Swing out.

B—Number Count: 1-2-3-4

—Descriptive Count: 1. Straight slant down. 2. Back up again (retracing the down-stroke) and around to the right. Then make a tiny loop. (This horizontal loop does not touch the up-stroke.) 3. Down and around (until you just touch the up-stroke). 4. Swing out in a boat ending.

S—Number Count: 1-2-3

—Descriptive Count: 1. Curve up

and loop down. 2. Slant down and around (past the beginning stroke). 3. Swing out.

As additional practice in writing **G**, **B**, and **S** have pupils write the names in the second exercise.

Tell pupils to copy the sentence in the third exercise. Remind them that every word should rest on the base line. Ask pupils to name the two words that were shortened to make **we'll**. (**we will**) Remind them that an apostrophe can show that one word has been made from two words. The apostrophe signals that something has been left out.

Misfits. The focus is on short vowel sounds. Because a short phoneme in the first syllable of a two syllable word

is usually followed by two consonants pupils may double the consonant after the first vowel in the exercise words. Also, pupils may be confused by the schwa sound in the second syllable of **metal**, **salad**, and **rather**. Say each word and write it on the chalkboard.

Supplementary Activities

Practice. Write the following sentences on the board and have the class fill in the blanks with words from **Misfits**.

1. Joe didn't (finish) early.
2. We like (salad) with dinner.
3. The strong man bent the (metal).
4. I want to play (rather) than (study).

LOOK AGAIN

CHANGE THE WORD

Change each word below to its plural form.

1. fox
2. glass
3. lunch
4. boy
5. girl
6. ax
7. witch
8. boss
9. horse
10. sandwich

LOOK AHEAD

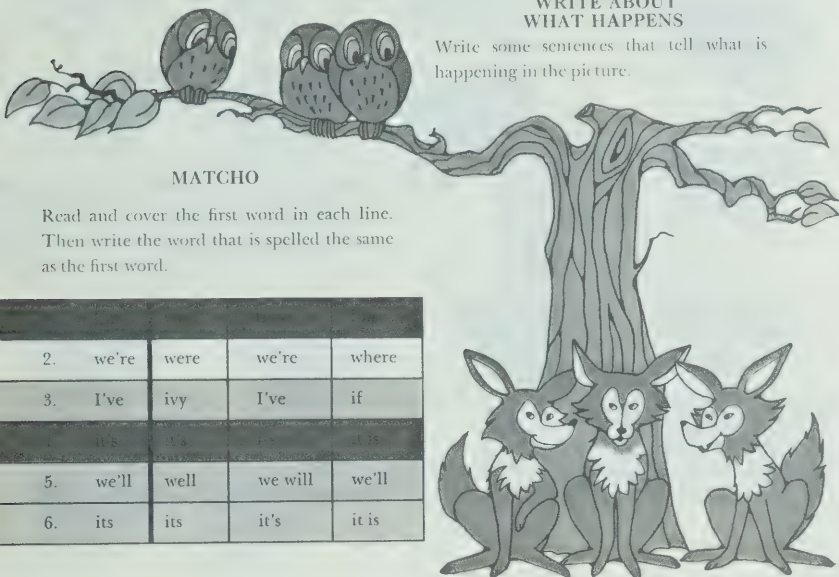
MATCH THE MEANINGS

Match the words that have similar meanings.

1. branches
2. lunches
3. glasses
- a. lenses
- b. bushes
- c. brunches

WRITE ABOUT WHAT HAPPENS

Write some sentences that tell what is happening in the picture.



MATCHO

Read and cover the first word in each line. Then write the word that is spelled the same as the first word.

2.	we're	were	we're	where
3.	I've	ivy	I've	if
	it's	its	it's	its
5.	we'll	well	we will	we'll
6.	its	its	it's	it is

D

Unit 24 Quiz

1. Everyone **wishes** for sunshine.
2. I don't think **that's** enough.
3. I can't find my **glasses**.
4. The **boxes** were piled high.
5. Do you think **I'm** smart?
6. He collected **taxes**.
7. I **didn't** think you were home.
8. I will tell you when **I've** finished.
9. Gail did the **dishes**.
10. Why **aren't** you going?
11. The two **foxes** ran for shelter.
12. The **branches** lashed my face.
13. Do you know when **it's** over?
14. He makes very interesting **sandwiches**.
15. The menu listed the **lunches** for the week.

16. I don't know when **I'll** leave.
17. Are you sure **we're** all invited?
18. I am not sure **we'll** even go.

E

LOOK AGAIN

Change the Word. Read the directions to pupils and have them complete the exercise. Write the words on the board, circling **es**. Point out the difference between **s** and **es** plurals, using items 4, 5, and 9 as examples of the former. (Note: Items 4 through 9 are nonlist words.)

Matcho. Pupils should write the word that is the same as the first word in each line.

Answers:

LOOK AGAIN

1. foxes
2. glasses
3. lunches
4. boys
5. girls
6. axes
7. witches
8. bosses
9. horses
10. sandwiches

LOOK AHEAD

1. b
2. c
3. a

Answers will vary.

Note: Because the words in item 2 are often confused with each other read them and ask for the noncontracted form of **we're**. Challenge pupils to suggest sentences for each of the words. Repeat this procedure for item 4.

Supplementary Activity

Matcho Word Check. Write the following sentences on the board. Ask pupils to use the words in items 2 and 4 of Matcho to fill in the blanks.

1. (Where) did you go?
2. (We're) going to the store.
3. (Were) you at school today?
4. (It is) a long walk home.
5. The dog broke (its) leg.
6. (It is) Mary's dog.

LOOK AHEAD

Match the Meanings. Allow pupils to work independently. Instruct them to look up unfamiliar words in the dictionary.

Write About What Happens. Ask: "What are the foxes doing? What do you think they are talking about?" Have pupils write a story about the picture, using as many list words as possible.

Supplementary Activity

Story Follow-Up. Have some of the better stories read aloud. Underline the list words and put the stories on a bulletin board.

y
busy
happy
crazy
sunny
merry

ee
see
tree
fee
glee

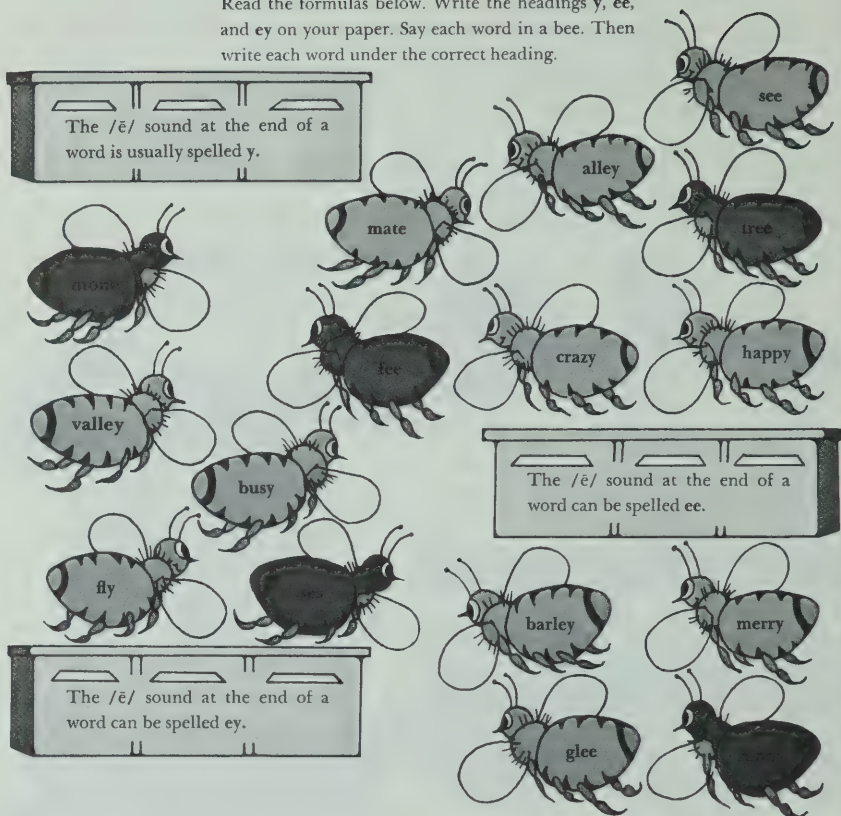
ey
money
valley
alley
barley

25

REVIEW

BEE LINES

Read the formulas below. Write the headings y, ee, and ey on your paper. Say each word in a bee. Then write each word under the correct heading.



98

Emphasis—Review of Units 18 through 24.

A

Note: Review Unit activities may be completed in four teaching periods.

Bee Lines. This activity reviews the /ē/ sound spelled y, ee, and ey at the ends of words. The y spelling was introduced on page 78, Unit 20; the ee and ey spellings were introduced on page 82, Unit 21.

Tell pupils that this page is a review of Units 20 and 21. Have them read the words on each bee to see if anything about the words sounds familiar. Ask: "How are all of the words alike?" (They all end with the /ē/ sound.)

Ask pupils if they can remember three ways the /ē/ sound is spelled. Have them look at the words and identify the y, ee, and ey spellings of the /ē/ sound.

You may wish to have pupils turn to pages 78 and 82 to compare the word lists with the words on the bees. Nonlist words are **money**, **barley**, **valley**, **tree**, **fee**, **glee**, **happy**, **sunny**, **merry**, and **crazy**. Call attention to **mate**, which ends with e but has a /a/ sound; point out **fly**, which ends with y but has an /i/ sound; and **sea**, which ends with ea and has an /e/ sound. Help pupils pronounce all the words before they complete the exercise.

Supplementary Activity

Practice with the /ē/ Sound. Write the following words on the board, using blanks in place of the letters in parentheses. Pronounce each word and have pupils write the word with the correct spelling of the /ē/ sound.

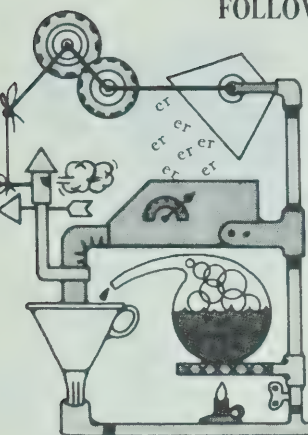
- | | |
|---------------|--------------|
| 1. barl(ey) | 11. donk(ey) |
| 2. degr(ee) | 12. bus(y) |
| 3. plent(y) | 13. vall(ey) |
| 4. journ(ey) | 14. fl(ee) |
| 5. canar(y) | 15. beaut(y) |
| 6. famil(y) | 16. thirt(y) |
| 7. sixt(y) | 17. jers(ey) |
| 8. vall(ey) | 18. agr(ee) |
| 9. coff(ee) | 19. kn(ee) |
| 10. chimn(ey) | 20. prett(y) |

FOLLOW THE FORMULAS

The word **happy** would follow the formula on page 91 if the **er** ending were added. Write the words that follow the same formula when **er** is added.

empty	lucky
silly	crazy
	play
chilly	carry
hungry	muddy

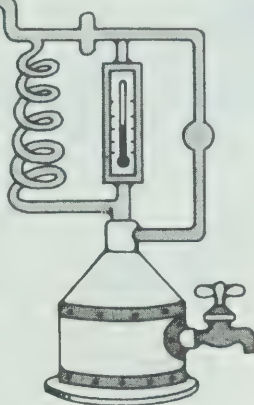
What happened to the **y** in each of the words you just wrote?



The words **do** and **not** would follow a formula on page 95 if they were made into one word. Write the single words that follow the same formula when the word groups below are put together.

that is	they are
it is	I am
are not	he is
	we shall
	we have

What shows that something has been left out of the words you just wrote?



Answers:

empty
lucky
silly
crazy
chilly
carry
hungry
muddy

y changed to i

that's
it's
I'm
they're
aren't
he's
we'll
we've

apostrophe

Supplementary Activity

Practice. Write the following words on the board and then have pupils add either **es** or **er** to each one.

- | | |
|------------|-------------|
| 1. bunny | 11. lady |
| 2. empty | 12. story |
| 3. army | 13. pony |
| 4. hungry | 14. tiny |
| 5. penny | 15. holy |
| 6. muddy | 16. easy |
| 7. marry | 17. worry |
| 8. daisy | 18. early |
| 9. party | 19. heavy |
| 10. county | 20. country |

Write the following words on the board and then have pupils form the correct contraction for each item.

- | | |
|------------|-------------|
| 1. I am | 6. you are |
| 2. that is | 7. we shall |
| 3. it is | 8. are not |
| 4. we have | 9. they are |
| 5. we will | 10. he is |

B

Follow the Formulas. This page reviews two concepts: (1) changing **y** to **i** before adding suffixes to words ending with **y** and (2) contractions. The **y** to **i** concept is introduced in Unit 23, page 90; contractions are introduced in Unit 24, page 94.

Have pupils read the words in the first box and identify the /ē/ sound spelled **y**. Then have them turn to page 91 and read the formula at the bottom of the page. Ask: "How could this formula apply to the words you have just read?" (The letter **y** would be changed to an **i** if an ending other than **ing** were added.) Have pupils

return to page 99 and read and follow the directions at the top of the page. In discussing the question under the words write the words on the board and circle the **i**. Help pupils see that **i** and **y** represent the same sound.

Next have pupils read the words in the bottom box and tell a shorter way to write each pair of words. Have someone read aloud the last formula on page 95. Ask: "What letter would you leave out to make one word of **that is?**" (**i**)

Have pupils return to page 99 and read and follow the directions for the second group of words. Have them pronounce the words after they are written and discuss the final question.

Answers:

1-3: Answers will vary.

1. do
 2. fluid
 3. group
 4. truth
 5. to
 6. two
- o, u, ou

FIND THE WORDS

1. The words **fight** and **right** are like some of the list words on page 86. Write four list words that have the /i/ sound spelled as in **fright** and **fight**.

2. Write four list words from page 86 that have the /i/ sound spelled as in **untie** and **fie**.

3. Write four list words from page 86 that have the /i/ sound spelled as in **notify** and **sly**.



CHOOSE THE /ü/ SOUND WORDS

Say the words below. Write each word that follows any one of the formulas on page 75.

- | | |
|----------|----------|
| 1. do | 6. truth |
| 2. fluid | 7. trust |
| 3. group | 8. to |
| 4. loud | 9. tow |
| 5. go | 10. two |

Write the letters that stand for the /ü/ sound in the words you just wrote.

100

C

Find the Words. Tell pupils that this activity reviews Unit 22. Have them turn to page 86 and look at the three groups of words in the word list. Ask: "What vowel sounds do these words have in common?" (the /i/ sound) "What three ways can the /i/ sound be spelled?" (**igh**, **ie**, and **y**) Have pupils identify the spelling pattern each group of words follows. Then have them return to page 100 and read and follow the directions in each part.

Choose the /ü/ Sound Words. Tell pupils that this activity reviews Unit

19. Have them turn to page 74 and silently read the words in the word list. Ask: "What vowel sound do the words have in common?" (the /ü/ sound) Pronounce several words from each group and have pupils listen to the words and tell which letters spell the sound. Have someone read aloud the formulas on page 75. Point out that the /ü/ sound can be spelled three ways, **o**, **ou**, or **u**. Have pupils return to page 100 and read and follow the directions.

Supplementary Activities

Practice with the /i/ Sound. Write the following words on the board, leaving blanks in place of the letters in parentheses. Pronounce each word and have pupils fill in the blanks with the correct spelling of the /i/ sound.

- | | |
|---------------|--------------|
| 1. t(igh)t | 11. fr(y) |
| 2. p(ie) | 12. br(igh)t |
| 3. sh(y) | 13. s(igh)t |
| 4. appl(y) | 14. repl(y) |
| 5. multipl(y) | 15. spr(y) |
| 6. l(ie) | 16. s(igh) |
| 7. fr(igh)t | 17. sl(y) |
| 8. d(ie) | 18. suppl(y) |
| 9. cr(y) | 19. pr(y) |
| 10. t(ie) | 20. dr(y) |

Practice with the /ü/ Sound. Write the following words on the board, leaving blanks in place of the letters in parentheses. Pronounce each word and have pupils fill in the blanks with the correct spelling of the /ü/ sound.

- | | |
|------------|-------------|
| 1. r(u)by | 6. r(u)in |
| 2. wh(o)m | 7. tr(u)ly |
| 3. s(ou)p | 8. m(o)vie |
| 4. fl(u)id | 9. t(u)na |
| 5. gr(ou)p | 10. r(u)ler |

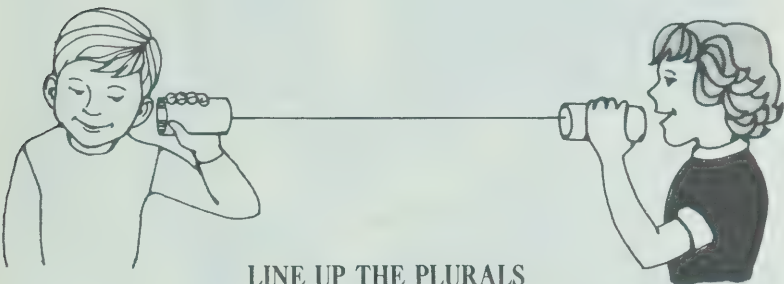
SOUND RIDDLES

1. I am in **group** and **youth**. What sound am I? What letters stand for me?
2. I am in **tuna** and **fluid**. What sound am I? What letter stands for me?
3. I am in **movie** and **who**. What sound am I? What letter stands for me?
4. I am in **sugar** and **bush**. What vowel sound am I? What letter stands for me?
5. I am in **should** and **would**. What vowel sound am I? What letters stand for me?

Answers:

1. /ü/ ou
2. /ü/ u
3. /ü/ o
4. /û/ u
5. /û/ ou

1. e
2. a
3. b
4. c
5. d



LINE UP THE PLURALS

On your paper, line up the words in the second column with the words in the first column that form their plurals in the same way.

- | | |
|-------------|-------------|
| 1. branches | a. axes |
| 2. boxes | b. wrecks |
| 3. checks | c. passes |
| 4. glasses | d. dishes |
| 5. wishes | e. switches |

101

D

Sound Riddles. Tell pupils that this activity reviews Units 18 and 19. Have them turn to pages 70 and 74 and read the words in each word list. Ask: "What vowel sounds do the words have?" (The words on page 70 have the /û/ sound. The words on page 74 have the /ü/ sound.) How are the two sounds spelled? The /û/ sound can be spelled **u** or **ou**. The /ü/ sound can be spelled **o**, **ou**, or **u**.) Pronounce several words from both pages and have pupils identify the vowel sound and tell how the word is spelled.

Next have pupils return to page 101 and read the name of the exercise. Tell pupils that the riddles in Review Units are different from the riddles on other pages: The riddles in the Review Units are about sounds and how they

are spelled. Have pupils read the directions and answer the riddles.

Line Up the Plurals. This activity reviews Unit 24, page 94. Ask pupils if they remember how to make plurals of words ending with **ch**, **sh**, **ss**, and **x**. (by adding the suffix **es**) Pronounce each word in the left column and have pupils identify the ending of the root word. Then have pupils find a word in the second column that ends the same way. Next have pupils read the directions and complete the exercise.

Supplementary Activity

Riddle Write. Have pupils write their own riddles, using words that have the /û/ and /ü/ sounds. Refer pupils to Units 18 and 19 for lists of words with /û/ and /ü/ sounds. The riddles may be rhymed or unrhymed.

Answers:

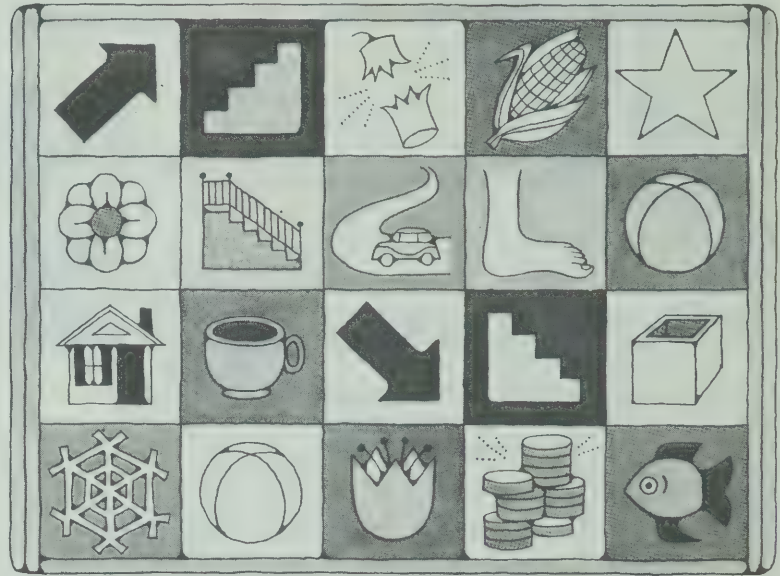
upstairs
popcorn
railroad
football
downstairs
snowball
goldfish

26

BIG PICTURE

foot · ball

afternoon upstairs baseball football goldfish
downstairs newspaper popcorn railroad spaceship
maybe beside subway sidewalk flashlight oatmeal
airport snowball



What list words can you put together from this picture? Write the words you find on your paper.

Emphasis—Syllabication and compounds.

Additional Resources—Use Enrichment Activity 25: Fractured Compounds.

A

Big Picture. This activity illustrates parts of compounds and shows which parts go together.

Begin by asking pupils to look at the picture and identify the objects. Then have them read the list words and tell which names of objects can be put together to make list words. Next have them read the directions and write the list words.

Have pupils pronounce the words and tell how many syllables each word has. Remind pupils that a syllable is a word part with a single vowel sound. Write each word on the board and divide it into syllables.

Supplementary Activity

Compound Word Draw. Write the parts of twenty-five or thirty compound words on separate flashcards about the size of playing cards. (You will need fifty to sixty cards.) Seat five or six pupils around a table and deal seven cards to each player. Put the remaining cards in a stack in the middle of the table. Have pupils make as many compound words as they can with the cards they have in

their hands. Each combination should be put on the table for others to see and check.

To make more combinations pupils take turns asking one other person for a particular word to go with a word they already have in hand. If the person asked does not have the word the asker draws a word from the top of the deck. If he or she can use the word he or she keeps it. If he or she cannot use the word it is put under the deck. Whoever has the most compound words at the end of the period wins.

WORD BASKET



Put the words together to form list words. (Hint: No words will be left over.)

TWO-IN-ONE

Write the list words that name the pictures.



Say the words you have written. What two words do you hear in each word you wrote?

foot • ball :

It is easier to spell some words when you listen for their parts.

Answers:

sidewalk
flashlight
maybe
oatmeal
baseball
afternoon
subway
beside
spaceship

newspaper
airport

103

B

Word Basket. Pupils should see that many words in English are made of two or more words. Tell them that many of the words in Word Basket can be put together to make other words. Have pupils read the words aloud and then find a word to go with **ship**. (**spaceship**) Have pupils read the directions and complete the exercise.

When the words are written ask pupils if they can spell most of the words already. Discuss the words that

were made by combining words in the basket.

Two-in-One. Have pupils read the directions and then write list words to go with each picture. After the words are written have pupils pronounce them. To answer the final question have pupils draw lines under the two words that make up the compound word.

Formula. Have someone read the formula aloud and tell how it applies to the key word and to the words written for Word Basket and Two-in-One.

Supplementary Activities

Word Basket Quiz. Pronounce the words **maybe**, **baseball**, **beside**, **sidewalk**, **flashlight**, **oatmeal**, and **spaceship**. Have pupils listen to each part and write the compound word.

Compound Meanings. Have pupils look up the words **subway**, **airport**, **newspaper**, and **afternoon** in their dictionaries. Discuss how the meaning of each word is a combination of the meanings of its separate parts. Have pupils use each word in a written sentence.

Answers:

upstairs, downstairs
subway
flashlight

1. u
2. u
3. i
4. i
5. o

C

WRITE AND REVIEW

Remind pupils that the handwriting demons are letters that can be mistaken for other letters if they are not written correctly. Have pupils carefully practise each letter.

Have pupils name the words in the second exercise. (*beside, goldfish, spaceship*) Ask them to name the smaller words that make up each of these words. (*gold, fish; be, side; space, ship*) Remind pupils that it is easier to spell some words when you listen for their parts.

In the third exercise tell pupils to write carefully the list words that contain the words *stairs, way, and light*. (*upstairs, downstairs, subway, flashlight*)

Misfits. The focus is on the /i/ sound spelled *u* in *busy* and *business*, spelled with the i-C-e pattern in *gives* and *lives*, and spelled *o* in *women*. Because each is an unexpected spelling pupils are likely to misspell the words *busy, business, and women*

WRITE AND REVIEW

Look carefully at the formation of the demon letters below.

a d b h i m

These words contain demon letters. Carefully write each word.

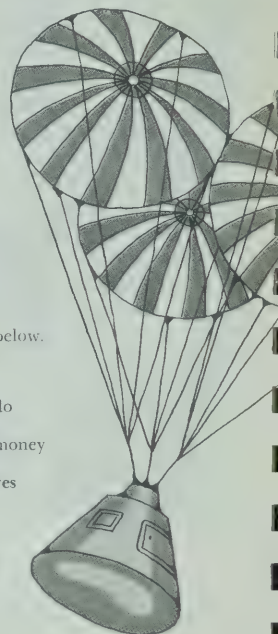
beside goldfish spaceship

Write the list words that contain the words *stairs, way, and light*.



Name the letters missing from the words below.

1. b____sy to have much to do
2. b____siness a way of making money
3. g____ves opposite of receives
4. l____ves opposite of dies
5. w____men plural of woman



104

with *i* and the words *gives* and *lives* without the *e*.

Note: *Women* is the only word in the English language where the /i/ sound is represented by *o*.

Supplementary Activity

Practice. Write the following sentences on the board, leaving blank spaces for the words in parentheses. Have pupils copy the sentences, using words from Misfits in the blanks.

1. It is our (*business*) to see that we do our work.
2. I stay (*busy*) on Saturdays.
3. He (*gives*) much to the poor.
4. The (*women*) are on the corner.
5. Jim (*lives*) two blocks away.

D

Unit 26 Quiz

1. Barbara likes *oatmeal*.
2. The dog was trying to catch the *goldfish*.
3. Who went *upstairs*?
4. We saw a movie in the *afternoon*.
5. Ralph threw the *baseball* fast.
6. Patty put the *snowball* in the freezer.
7. The Premier came to the *airport*.
8. The *spaceship* landed far from the target.
9. Marge burned the *popcorn*.
10. The *newspaper* is late.

LOOK AGAIN

MATCHO

Read and cover the first word in each line. Write the word that is spelled the same as the first word.

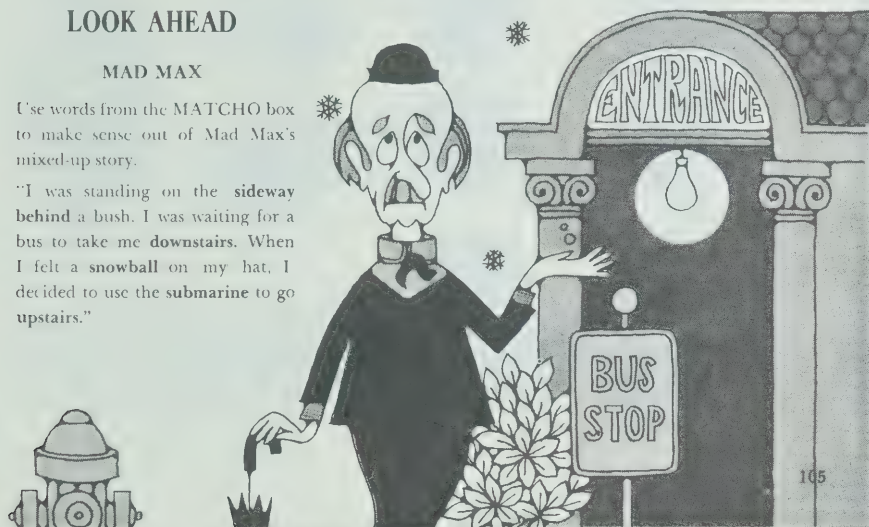
2.	downstairs	downtown	downstairs	downfall	downbeat
3.	airport	airplane	airway	airport	airfield
4.	snowball	snowplow	snowstorm	snowball	snowflake
		updown			
6.	sidewalk	sideways	sidewalk	sidetrack	sidewinder
7.	subway	submarine	subscribe	subway	subtract

LOOK AHEAD

MAD MAX

Use words from the MATCHO box to make sense out of Mad Max's mixed-up story.

"I was standing on the **sideway** **behind** a bush. I was waiting for a bus to take me **downstairs**. When I felt a **snowball** on my hat, I decided to use the **submarine** to go **upstairs**."



- Tim wanted to play football.
- Where is the **flashlight**?
- Annie tumbled **downstairs**.
- My grandfather helped build the **railroad**.
- Maybe** he changed his mind.
- Who is standing **beside** you?
- The **subway** goes fast.
- The car drove onto the **sidewalk**.

E

LOOK AGAIN

Matcho. Pupils should write the word that is the same as the first word in each line.

Note: Matcho is bigger than usual to allow more words to be used. This

provides you with an option: You may use the activity as it is and/or you may use it to show other compounds that are related to the initial word in each line. Because of the instructions in the following Look Ahead activity you may wish to have all pupils complete both parts of this page.

LOOK AHEAD

Mad Max. Have pupils look at the picture and tell what Mad Max is doing. Ask: "Where is Mad Max standing? Is he standing near a subway entrance? Where might he be going?"

Tell pupils that Mad Max later

Answers:

LOOK AHEAD

sidewalk
beside
downtown
snowflake
subway
uptown

wrote a story about what happened to him while he was standing at the bus stop; but, as usual, he got confused as he was writing, and the result is another mixed-up story. Have pupils read the story and write list words that will clear up the confusion.

Supplementary Activities

Story Time. Help pupils develop a short plot about where Mad Max was going and what happened to him when he got there. Ask: "What kind of mad notions might Mad Max have in his head to be out in snowy weather in a top hat? What might happen to him if he does things in his usual state of confusion?" Encourage each pupil to develop a different plot. Have pupils write their stories, using as many of the list words as possible.

Story Follow-Up. After pupils have written their stories have some of the better stories read aloud. Underline the list words and put the stories on a bulletin board.

Answers:

1. daddy
2. kitten
3. number
4. suppose
5. captain
6. lesson
7. middle

Emphasis—The V-C-C pattern.

Additional Resources—Use Enrichment Activity 26: Animal Crackers.

A

Crazy Cubes. This activity shows that a short vowel in the first syllable of a word is usually followed by two consonants.

Explain to pupils that each set of cubes can make more than one word but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **daddy**. Remind them to write the list word after they have identified it. Continue in the same way with the remaining sets of cubes.

After the words are written have pupils pronounce them and tell how many syllables each word has. (two) Write the words on the board and select pupils to tell where the words are divided. Next pronounce the first syllable of **daddy**, emphasizing the /a/ sound. Ask: "How is the vowel sound in this syllable like the vowel sound in the first syllable of the other words?" Have pupils pronounce the first syllable of the remaining words and note that each has a short vowel sound.

Say: "When a two-syllable word has a short vowel sound in the first

syllable the spelling of that word usually follows a pattern. Let's see if we can discover what the pattern is."

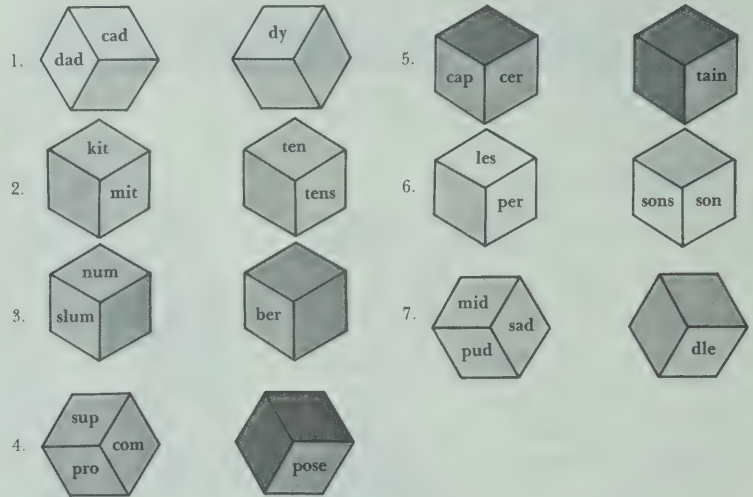
Help pupils determine the pattern of the vowels and consonants in each word. Beginning with the first vowel and the two letters immediately following help pupils see that each word has the V-C-C pattern. Under the vowel of each word write "V"; under the consonants of each word write "C." Have pupils read the list words and note that all of the words have short vowel sounds followed by two consonants.

27

CRAZY CUBES

Line up the cubes to make list words.

basket better daddy summer until cotton happen picture
suppose ladder basket bottom captain kitten
lesson master middle number

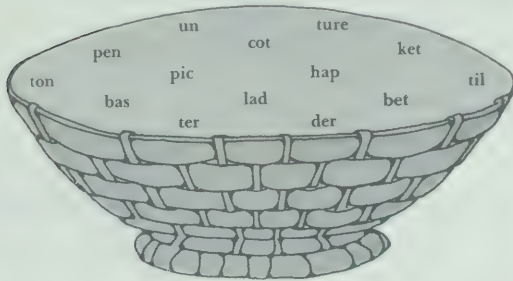


Supplementary Activity

More Crazy Cubes. Have pupils rearrange the cubes to make other words. (1. caddy; 2. mitten, mittens, kittens; 3. slumber; 4. propose, compose; 5. certain; 6. person, persons, lessons; 7. puddle, saddle) Select pupils to read their answers and to identify the V-C-C pattern. Emphasize that although some words (**propose**, for example) may not follow the pattern it is still a very helpful spelling pattern.

SYLLABLE BASKET

Put the syllables together to form list words. Use each printed syllable only once. Pronounce the words you write and listen for their syllables.



1. worse

Do you hear any long vowel sounds in any of the words you wrote?

OPPOSITES

Write the list words that mean the opposite of the words below.



4. winter

2. top

3. slave

basket

When the first syllable of a word has a short vowel sound, two consonants usually come before the next vowel.

107

B

Syllable Basket. Remind pupils that a syllable is a word part with a single vowel sound. Give examples of words with more than one syllable and have pupils divide the words into syllables.

Pronounce all of the syllables in the basket and have pupils begin the exercise by forming the word **until**.

After the exercise is complete have pupils read and spell the words on the board, dividing them into syllables.

Opposites. Review the term "opposite" by asking: "What is the opposite of roughness?" (**gentleness**) "Of joy?" (**sorrow**) Have pupils read the directions and complete the exercise.

Formula. Have pupils read the formula aloud and tell how it applies to the key words and to the words written for Syllable Basket.

Supplementary Activity

Practice. Write the following words on the board, using blanks in place of the letters in parentheses. Pro-

Answers:

picture
basket
happen
better
ladder
cotton
until
no

1. better
2. bottom
3. master
4. summer

nounce the words and have pupils listen to the first vowel sound and to the following consonants. Then remind pupils to use the V-C-C pattern in writing the words.

1. w(ed)ding
2. r(obb)er
3. (ins)ect
4. (att)end
5. m(emb)er
6. m(att)er
7. pl(ent)y
8. (off)ice
9. m(itt)ens
10. c(ann)on
11. c(ost)ume
12. l(add)er
13. c(omm)on
14. p(enc)il

Answers:

1. better
2. suppose
3. kitten
4. middle

1. ei
2. ei
3. ei
4. ei
5. ei

WRITE AND REVIEW

Look carefully at the formation of the demon letters below.

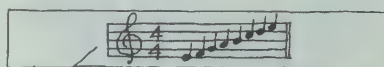
v o m n t

The words below contain demon letters. Carefully write each word.

master lesson

Write the list word that rhymes with each word below.

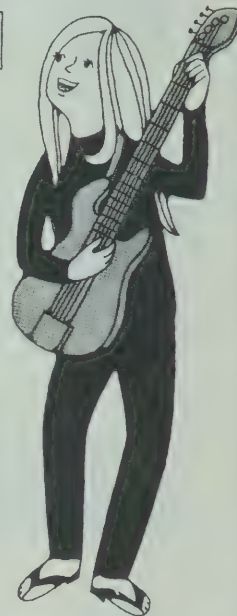
1. letter
2. nose
3. mitten
4. fiddle



MISFITS

Name the letters missing from the words below.
A clue is given for each word.

1. sl____gh homonym for slay
2. w____gh homonym for way
3. w____ght homonym for wait
4. ____ght homonym for ate
5. fr____ght carried by trains



108

C

WRITE AND REVIEW

Tell pupils to look carefully at the formation of each of the demon letters and then to practise writing each letter.

The words **master** and **lesson** contain demon letters. Have pupils carefully write each word.

In the third exercise pupils should write the list words that rhyme with **letter**, **nose**, **mitten**, and **fiddle**. (**better**, **suppose**, **kitten**, **middle**) Have pupils check their writing to be sure all the letters are the correct shape and rest on the base line.

Ask pupils if the vowel sounds in the first syllable in **better**, **suppose**, **kitten**, and **middle** are long or short. (short) Ask how many consonant letters come between that vowel letter

and the next vowel in the word. (two) Remind pupils that when the first syllable in a word has a short vowel sound two consonants usually come before the next vowel.

Misfits. The focus is on the /ā/ sound spelled **eigh**. Pupils are likely to misspell this sound as **a**.

Supplementary Activity

Practice. Write the following sentences on the board, leaving out the words in parentheses. Have pupils complete the sentences with the appropriate misfits.

1. Did Mary (weigh) herself?
2. I hear (sleigh) bells ringing.
3. The (weight) of the package was great.
4. (Eight) of us had a party.
5. A (freight) train rattled by.

D

Unit 27 Quiz

1. The crocodile snapped at the **captain**.
2. He climbed the **ladder**.
3. The captain learned a **lesson**.
4. John filled the **basket**.
5. The cat swam to the **middle** of the lake.
6. The boat sank to the **bottom**.
7. Can you read that **number**?
8. I think you had **better** leave.
9. I am going to Alaska this **summer**.
10. What does your **daddy** do?
11. She was wearing a **cotton** dress.
12. I can't leave **until** she comes.
13. Do you **suppose** she is here?
14. Where did you find that **picture**?
15. Do you think that can **happen**?

LOOK AGAIN

CIRCLE THE SYLLABLES

Copy the words below. Then circle each syllable in each word.

1. summer
2. suppose
3. ladder
4. kitten
5. master
6. better
7. basket
8. captain

FLIP CARDS

Make a flip card with the numeral 1 on one side and the numeral 2 on the other. When your teacher says a word, hold up the side that shows the number of syllables.



LOOK AHEAD

WORD FINDING

Remove the syllable or syllables that are words within the words below.

1. captain
2. lesson
3. ladder
4. suppose
5. cotton
6. daddy
7. better
8. kitten

WORD REMODELING

Substitute another vowel for the first short vowel sound to make new words from the list words below.

Example: middle → muddle

1. better
2. summer
3. master
4. middle



16. Where is the **kitten**?
17. He was the dog's **master**.

E

LOOK AGAIN

Circle the Syllables. Remind pupils that a syllable is a word part with a single vowel sound. Have pupils pronounce each of the words and tell how many syllables it has. Help pupils identify the V-C-C pattern in each word and then let them complete the exercise.

When the words have been divided into syllables call attention to the fact that each word was divided between the two consonants. Tell pupils that in dividing words with the V-C-C pattern the division almost always falls between the consonants.

Flip Cards. Have pupils read and follow the directions. Then pronounce each of the following words and have pupils hold up the side showing the number of syllables the word has.

1. cap
2. captain
3. cotton
4. cot
5. sum
6. kitten
7. less
8. lesson
9. suppose
10. lad
11. ladder
12. summer

LOOK AHEAD

Word Finding. On the board write the word **captain** and have pupils pronounce it. Say: "Let's see what smaller word we can find in this word." Ask: "Do you see the word **cap**?" Write **cap** and have pupils tell which syllable has been dropped. Let pupils finish the exercise.

Answers:

LOOK AGAIN

1. summer
2. suppose
3. ladder
4. kitten
5. master
6. better
7. basket
8. captain

LOOK AHEAD

1. cap
2. son
3. lad
4. sup, pose
5. cot, ton
6. dad
7. bet
8. kit, ten

Answers will vary.

Word Remodelling. This exercise shows that other short vowel sounds may be used in words with the V-C-C pattern.

Have pupils read the directions and complete the exercise. Because some of the words may be unfamiliar to pupils they may need supervision.

Supplementary Activity

More Syllables. Give each pupil an unlined flashcard. Have part of the class make flashcards of the one-syllable words, another part make flashcards of two-syllable words, and a third part make flashcards of three-syllable words. Have each pupil write a number on the back of his card, showing how many syllables the word has.

Put all of the cards together and have pairs of pupils use the cards to test each other's ability to identify the number of syllables in words.

Answers:

pi, ti, fro, no, po, cli

pirate
tiny
frozen
noticed
pony
polar
pirate
climate

28

hg • tel
pi • lot
ta • ken

story	pony	climate	hotel	taken	tiny	polar
pupil	rifle	driver	future	holy	nature	notice
pilot	pirate	frozen	locate			

Complete the tale with list words.

THE POOR PIRATE'S TALE

There was once a _____rate who was trying to escape from the king's navy. Sailing north, he went too far and ran his _____ny ship onto a cold and _____zen shore.

He looked through his spyglass for a sign of life. At last, he _____ticed a figure in the distance. Hoping it might be an animal like a horse or _____ny that could help pull his ship free, he sent out a search party.

When the men got close enough to see, they found a _____lar bear.

Then the _____rate and his crew sadly looked at their booty. "Alas," said he. "In this _____mate our gold can't buy heat for our home or meat for our table."

Moral: Gold is nice—except when you're surrounded by ice.

What letters did you use to complete the words in the tale? Write each complete word.



Emphasis—Syllables ending with long vowels spelled a, e, i, o, or u.

Additional Resources—Use Enrichment Activity 27: Hat Tricks.

A

Cartoon Capers. This activity illustrates two-syllable words with the first syllable ending with a long vowel spelled a, e, i, o, or u.

Have pupils look at the cartoon and tell what it is about. Ask: "What problem have the pirates gotten themselves into?" Have pupils describe the pirate's problem. Then say: "The story tells what the pirates tried to do about their problem; but before you can read it you must also solve a problem. What is it?" Help pupils see that the first syllable is missing from many of the words. Have them

read the story and find the syllable that completes each list word. Remind pupils that the words they complete will be list words.

Discuss the question at the bottom of the page and have pupils write the list words used in the story.

After the words are written have pupils pronounce them and listen to find out how many syllables each word has. (two) Write the words on the board and select pupils to tell where the words are divided. Next pronounce the first syllable of **pirate**, emphasizing the /i/ sound. Ask: "How is the vowel sound in this syllable like the vowel sound in the first syllable of the other words?" Have pupils pronounce the first syllable of the re-

maining words and note that each has a long vowel sound.

Say: "When a two-syllable word has a long vowel sound at the end of the first syllable the vowel sound is usually spelled the way it sounds. Let's see if the first vowels in the list words are spelled the way they sound."

Help pupils examine the first vowel sound of each list word. Point out that each is spelled the way it sounds.

Supplementary Activity

Practice. Write all of the list words on the board, leaving blanks in place of the first vowel. Pronounce each word and have pupils listen to the first vowel and write each list word.

CROSSWORD

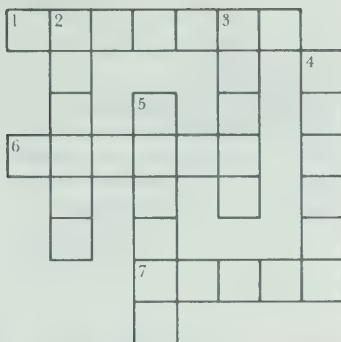
Use list words to complete the crossword puzzle.

ACROSS

1. can be hot or cold
6. all things not made by people
7. used to shoot bullets

DOWN

2. find
3. already reserved
4. thief who sails
5. opposite of past



WHAT WORD IS IT?

What list words can be found at the hours below?

1. 7:05
2. 11:20
3. 10:25
4. 8:10
5. 9:15

Say the syllables on the left-hand side of the clock. What kind of vowel sound does each one have, long or short? Say the words you wrote. How many parts does each one have? How many syllables does each one have?



ho • tel
pi • lot
ta • ken

When a word has more than one syllable and the first syllable ends with a long vowel sound, the vowel sound is usually spelled a, e, i, o, or u.

Answers:

ACROSS

1. climate
6. nature
7. rifle

DOWN

2. locate
3. taken
4. pirate
5. future

1. holy
2. pilot
3. pupil
4. driver
5. nature

long
two
two

B

Crossword. Help pupils read each clue, reminding them that answers can be found in the list words. After each clue is read have pupils write the correct list word on their papers.

What Word Is It? This activity combines spelling with the ability to tell time. Have pupils read the syllables on each side of the clock. Then have them read the initial question and begin the exercise by finding the word **holy** at 7:05.

After the words are written discuss the questions at the bottom of the page to help pupils understand the concept in the formula.

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the words written for What Word Is It?

Supplementary Activity

Do-It-Yourself Crosswords. Have pupils make their own crossword puzzles, using list words. Point out that in making a puzzle it is usually easier to fit the words together first and then to write the clues and draw the puzzle layout.

When they are finished have pupils exchange puzzles and work a puzzle made by someone else. Find out how many different puzzles pupils were able to make from the list words.

Answers:

1. tiny
2. pony
3. pupil
4. locate
5. notice
6. frozen

1. ea
2. ea
3. ea
4. ai
5. ei

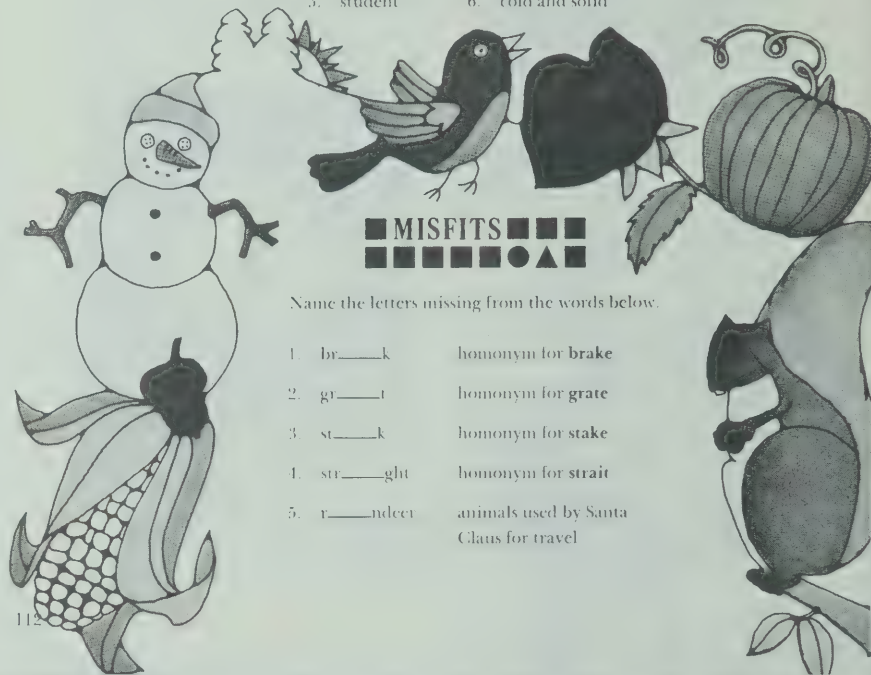
WRITE AND REVIEW

Look carefully at the way the letters in **climate** slant to the right.

climate

Write the list word that has the same meaning as each of the words below. Be sure you slant the letters in each word that you write.

- | | |
|----------------|-------------------|
| 1. very small | 4. find |
| 2. small horse | 5. see |
| 3. student | 6. cold and solid |



Name the letters missing from the words below.

- | | |
|---------------|--|
| 1. br____k | homonym for brake |
| 2. gr____t | homonym for grate |
| 3. st____k | homonym for stake |
| 4. str____ght | homonym for strait |
| 5. r____ndect | animals used by Santa Claus for travel |

C

WRITE AND REVIEW

Have pupils look carefully at the way the letters in **climate** slant to the right. Remind pupils that they can check the slant of a letter by drawing a dashed, slanted line through the down-stroke of a letter.

Tell pupils to find and write the list word that has the same meaning as each word in the second exercise. (1. **tiny**; 2. **pony**; 3. **pupil**; 4. **locate**; 5. **notice**; 6. **frozen**) Ask pupils to name the number of syllables in each word. (two) Ask pupils if the vowel sound in the first syllable of each word is long or short. (long) Remind pupils that when a word has more than one syllable and the syllable ends with a long vowel sound the vowel sound is usually spelled **a**, **e**, **i**, **o**, or **u**.

Misfits. The focus is on the /ā/ sound spelled **ea**, **ai**, and **ei**. Pupils might misspell items 1 through 4 with **a** or with an **a-C-e** pattern; item 5 might be spelled **a** or **ai**.

Supplementary Activity

Practice. Write the following sentences on the board, with blanks in place of the words in parentheses. Have pupils complete the sentences, using words from Misfits.

1. She has long (**straight**) hair.
2. We saw a (**great**) movie last night.
3. I prefer hamburgers to (**steak**).
4. All (**reindeer**) have antlers.
5. Did the glass (**break**)?

D

Unit 28 Quiz

1. Where is the **pony**?
2. Please try to **locate** him.
3. Do you think he has been **taken**?
4. The meat is still **frozen**.
5. Did you write that **story**?
6. Angela is a good **pupil**.
7. Did the crocodile get the **pirate**?
8. Nina wants to be a **pilot**.
9. Did you **notice** he was missing?
10. Sometimes **nature** is cruel.
11. They bathed in the **holy** river.
12. Jamie can see into the **future**.
13. Stanley is a careless **driver**.
14. The **rifle** was rusty.
15. This is a healthy **climate**.
16. Did you stay at a **hotel**?

LOOK AGAIN

FIND THE LONG VOWEL

Say the words below. Then copy them on your paper and circle each syllable with a long vowel sound.

1. even
2. music
3. paper
4. table
5. moment
6. stable
7. fever
8. motive

FLIP CARDS

Make a flip card with **long vowel** written on one side and **short vowel** on the other. When your teacher says a word, show the card that tells whether the first vowel sound is long or short.

long vowel

short vowel

LOOK AHEAD

CHANGE THE WORD

Use the suffixes **er** or **es** to make new words from the words below.

er

es

1. tiny
2. holy
3. lovely
4. lucky
5. pony
6. baby
7. party
8. navy

WRITE ABOUT WHAT HAPPENED

Write a short story about what happened to the pirate and his crew on page 110.



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Answers:

LOOK AGAIN

1. even
2. umusic
3. apaper
4. able
5. oment
6. able
7. ever
8. otive

LOOK AHEAD

1. tinier
2. holier
3. lovelier
4. luckier
5. ponies
6. babies
7. parties
8. navies

Answers will vary.

17. The baby bird is so **tiny**.
18. The plane took the **polar** route.

E

LOOK AGAIN

Find the Long Vowel. Remind pupils that when a vowel in the first syllable of a word is long it is usually the last letter in the syllable. Have pupils pronounce the words in the exercise and listen to the long vowel sounds. Then let them complete the exercise. (Note: The words for this activity are nonlist words that follow the unit formula.)

Flip Cards. Have pupils read and follow the directions. Then pronounce the following words and have pupils

hold up the card showing whether the vowel in the first syllable is long or short. After everyone shows his or her card have someone tell how the vowel sound is spelled.

1. nature
2. rifle
3. music
4. glitter
5. rather
6. better
7. over
8. puffy

LOOK AHEAD

Change the Word. Remind pupils of the necessity of changing **y** to **i** when adding endings to words that end with **y**. Then have them read the directions and complete the exercise independently.

Write About What Happened. Have pupils turn to page 110 and dis-

cuss the predicament the pirates are in. Ask: "What could they do to stay alive until help comes? What do you think are the chances of someone finding the bottle with the note? If you were writing an ending to this story would you arrange for the pirates to be saved or would you leave them there?"

Help pupils develop short plots. Then have them write an ending for the story. Remind them to use as many list words as possible.

Supplementary Activity

Story Follow-Up. After pupils have written their stories have some of the better stories read aloud. Underline the list words and put the stories on a bulletin board.

Answers:

2. hiked
3. raked
4. chased
6. taking
7. shining
8. rising

ed and ing

e was dropped when ed and ing were added

Emphasis—Adding ed and ing to words ending with the final e.

Additional Resources—Use Enrichment Activity 28: A Day in the Park.

A

Program the Computer. This activity shows that when words end with the V-C-e pattern the final e is dropped to add endings that begin with a vowel.

Have pupils look at the computer in the picture. Ask: "How does this computer work? What does it do?" Help pupils see that when the words at the top are put into the computer the final e is removed and the **ing** and **ed** endings are added, resulting in list words.

Ask: "What list words will be made when all of the words are put through the computer?" Have pupils read and follow the directions and then have them answer the questions at the bottom of the page. Then ask: "If you put the computer in reverse, that is, if you took off the endings of each word and added an e, what would be the result?" (root words; the same words that first went into the computer) Have pupils cover the words at the top and tell what the root words

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PROGRAM THE COMPUTER

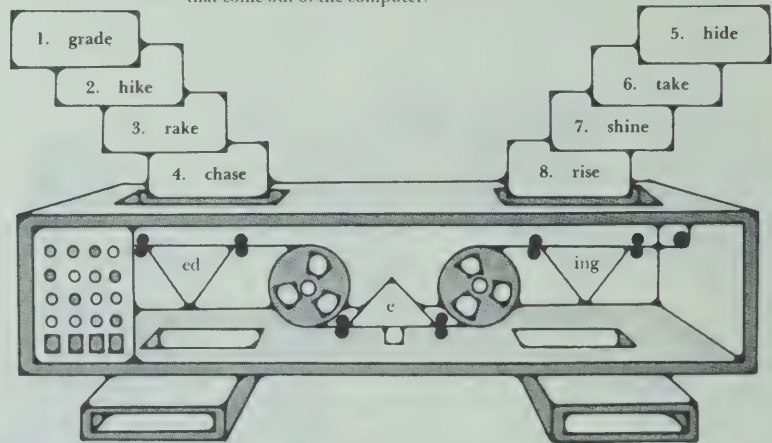
diving

sharing writing hiding sliding biting waking
shining diving rising taking

named

closed hiked chased joked raked scored graded
named

What does the computer do to form list words from the root words on the cards? Write the list words that come out of the computer.



1. graded

5. hiding

What was added to the words that went into the computer? Was anything taken away?

114

would be if the computer were put in reverse.

Ask pupils to pronounce the other list words and tell what the root words would be if the list words were put through the computer in reverse.

Supplementary Activities

Practice. Write the root words of all the list words on the board and have pupils add the **ed** and **ing** endings to make list words. (Arrange the words as they are grouped in the word list.)

Which Word? Write the following sentences on the board, putting the

two answer choices in parentheses. Have pupils write the sentences, using the correct words. (Answers are in heavy type.)

1. Soldiers spend some time (shine, **shining**) shoes.
2. I like to go skin (dive, **diving**).
3. When she (scored, **score**) the papers, I received a poor (**grade**, graded).
4. The river is (rise, **rising**).
5. I like to (**write**, writing) letters.
6. We (joke, **joked**) about (share, **sharing**) the candy.
7. I finally (rake, **raked**) the yard.
8. We (chase, **chased**) the tennis balls.

SCRAMBLED SQUARES

Arrange the letters in the squares to make list words. Some letters will be left over.

1.

bit	e	ing
-----	---	-----

biting
2.

div	e	ing
-----	---	-----
3.

wak	e	ing
-----	---	-----
4.

slid	e	ing
------	---	-----
5.

hik	e	ed
-----	---	----
6.

scor	e	ed
------	---	----
7.

clos	e	ed
------	---	----

What letter did you not need to use to form list words?

WORD FORMS

Find and write the word from each line that makes sense in the sentence under the line.

1.

name	named	naming	names
------	-------	--------	-------

The boy was _____ Ned.

2.

share	shared	shares	sharing
-------	--------	--------	---------

They were _____ their cake with each other.

3.

joker	joked	joking	joke
-------	-------	--------	------

The jester _____ a lot.



4.

scoring	score	scorer	scored
---------	-------	--------	--------

The fullback _____ a touchdown.

5.

writer	writing	writes	write
--------	---------	--------	-------

_____ letters is fun.

name
named

dive
diving

In words like **dive** and **name**, the final **e** is dropped before adding endings like **ed** and **ing**.

Answers:

2. diving
3. waking
4. sliding
5. hiked
6. scored
7. closed

the letter **e**

1. named
2. sharing
3. joked
4. scored
5. Writing

B

Scrambled Squares. Begin by reading the directions and showing pupils how the answer to the example was obtained. Emphasize that **ed**, not just **d**, is added to the last three words. Have pupils complete the exercise and then discuss the final question. Lead them to understand the concept in the formula.

Word Forms. Remind pupils that words have different forms and that when the ending of a word is changed, the use of the word also changes. Remind them, too, that different forms are used in different ways. Ask: "How

is the **ed** form of a word used?" (to tell about something that happened in the past) "How is the **er** form used?" (to tell about someone who does something) "How is the **s** form used?" (to tell about one person or thing doing something)

Have pupils read and follow the directions. After the exercise is complete discuss the words used in each sentence and point out how root words had to be changed (or not changed) to add endings. Have pupils find each root word in the five lines. In discussing words ending in **ed** and **ing** lead pupils to understand the concept in the formula.

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the words written for Scrambled Squares and Word Forms.

Supplementary Activities

Scrambled Square Roots. Have pupils write the root words of the list words they wrote for Scrambled Squares.

Using Word Forms. Have pupils take turns making oral sentences with each word in the five lines of Word Forms. Discuss how the form of each word affects the way it is used in a sentence.

Answers:

1. e
2. e, e
3. e, e, y
4. ve, y
5. every

C

WRITE AND REVIEW

Have pupils review the manuscript letters on page 4. Remind pupils that with the exception of a few that contain slanted strokes most manuscript letters are made upright on the base line.

Have pupils copy the paragraph on page 116. Remind them to leave a small space between the words and to check their writing against the letters in the book.

Write the word **scored** on the board. Ask pupils for the root word of **scored**. (score) Ask pupils how the root word was changed to make **scored**. (The final **e** was dropped and **ed** was added.) Remind pupils that in words like **score** the final **e** is dropped before adding endings like **ing** and **ed**.

Misfits. The focus is on the word **every**. The most common fault is to omit the second **e** and write "evry."

WRITE AND REVIEW

Review the manuscript letters. Then copy the paragraph below.

A boy named Tony scored the most points for our team. Without him, we wouldn't have won.



Name the letters missing from the words below.

1. ____very each one
2. ____v____rybody each person
3. ____v____r____one all people
4. e____r____thing each thing
5. ____where all over

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Supplementary Activity

Practice. Write the following sentences on the board, using blanks in place of the words in parentheses. Have pupils complete the sentences, using words from Misfits.

1. "(Everyone) is invited," he shouted.
2. People came from (everywhere).
3. (Every) man, woman, and child from all around was there.
4. He met (everybody) at the door.
5. (Everything) at the party was good.

D

Unit 29 Quiz

1. We **hiked** to the falls.
2. The fish weren't **biting**.
3. We tried **hiding** behind trees.
4. Who **graded** the tests?
5. Judy **closed** the oven.
6. What are you **writing**?
7. Are you **taking** the snake home?
8. Tom is **diving** in the lake.
9. Is **sharing** a good thing to do?
10. When will he start **waking** up?
11. They went slipping and **sliding** down the hill.

LOOK AGAIN

FIND THE ROOT

The shortest word in each column is the root word. Write the root words on your paper.

1	3	4
name	scored	chases
names	scoring	chasing
named	score	chase
naming	scorer	chased

What letter ends each root word?

LOOK AHEAD

TIME CHANGE

Change each sentence below by changing the root of the word in heavy type to a list word.

Example: The teacher **grades** the papers.
The teacher **graded** the papers.

1. The man **hikes** up mountains.
2. He **scores** a touchdown.
3. The shop **closes** at noon.
4. She **jokes** with me.

How did the list words change the meaning of the sentences?

12. The sun was **shining** early.
13. The rocket kept **rising**.
14. We **named** him Maverick.
15. They **chased** the wolves.
16. Bill **joked** about the game.
17. The Chargers **scored** 97 points.
18. He **raked** the leaves.

E

LOOK AGAIN

Find the Root. This activity shows that adding suffixes to words sometimes doubles the length of the original word. Have pupils read the direc-

ADD THE ENDINGS

Add the endings **ed** and **ing** to each of the words below.

1. rake
2. shine
3. shade
4. note
5. handle
6. double

What letter had to be taken off each word before the endings could be added?



WORD FINDING

Find the words within each of the words below.

Example: **sliding** — slid, sling, lid, siding, ding, din, sing, sin

1. scored
2. rising
3. closed
1. chased

tions and complete the exercise. In discussing the final question emphasize that the final **e** is dropped when adding both **ed** and **ing**.

Add the Endings. Have pupils read the directions and complete the activity.

Note: Items 1 and 2 are list words; items 3, 4, and 5 are grade 3 words; item 6 is a nonlist word.

LOOK AHEAD

Time Change. Remind pupils that different forms of words are used in different ways. Then have pupils com-

Answers:

LOOK AGAIN

1. name
2. write
3. score
4. chase

the letter **e**

1. raked, raking
2. shined, shining
3. shaded, shading
4. noted, noting
5. handled, handling
6. doubled, doubling

the letter **e**

LOOK AHEAD

1. hiked
2. scored
3. closed
4. joked

They placed the sentences in the past tense.

Answers will vary.

plete the exercise independently. In discussing the final questions lead pupils to see the difference between using **ed** and **s** on verbs.

Word Finding. On the board write the word **sliding** and have pupils pronounce it. Say: "Let's see how many smaller words we can find in this word." Ask: "Do you see the word **slid**?" Write **slid** on the board and have pupils tell which letters have been dropped. Cover **s** and ask: "Now, what word do you see?" (**lid**) Write the word **sliding** on the board. Cover the **id** and ask: "What word do you see if we take these letters out?" (**sling**) Uncover the word and write the words **slid**, **lid**, and **sling** below it. Have pupils read the directions and complete the exercise.

Supplementary Activity

Using Word Forms. Picking words at random, make up an oral sentence using each of the words in Find the Root. Have pupils listen to the sentence and identify in Find the Root the word that you use in each sentence.

Answers:

2. tripped
3. tagged
4. spotted
6. sitting
7. patting
8. betting

The last consonant was doubled, and **ed** or **ing** were added.

no

Emphasis—Adding **ed** and **ing** to words ending with the C-V-C pattern.

Additional Resources—Use Enrichment Activity 29: Snowflakes.

A

Program the Computer. This activity shows that when words end with the C-V-C pattern the final consonant is doubled before adding **ed** and **ing** endings.

Have pupils look at the computer in the picture. Ask: "What does this computer do? How does it work?" Help pupils see that when the words at the top are put into the computer the final consonant is doubled and the **ed** or **ing** endings are added, resulting in list words.

Ask: "What list words will be made when all of the words are put through the computer?" Have pupils read and follow the directions. Then have pupils answer the questions at the bottom of the page.

Ask: "If you put the computer in reverse, that is, if you took off the ending and the extra consonant, what would be the result?" (root words; the

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PROGRAM THE COMPUTER

grinning

kidding

napping

patting

pinning

setting

shipping

sitting

grinning

betting

slapped

snapped

tagged

tapped

trapped

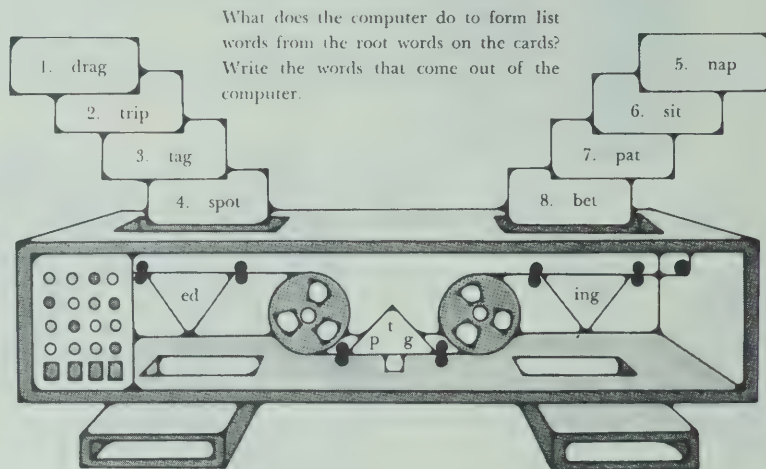
tripped

robbed

dragged

spotted

slapped



1. dragged

5. napping

What was added to the words that went into the computer? Was anything taken away?

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same words that first went into the computer) Have pupils cover the words at the top and tell what root words will come out if the computer is put in reverse. Then have pupils pronounce the other list words and tell what the root words are.

Supplementary Activities

Practice. Write the root of each list word on the board and have pupils

add the **ed** and **ing** endings to make list words. (Arrange the words as they are grouped in the word list.)

Which Word? Write the following sentences on the board. (You may wish to add others.) Have pupils write the sentences, using the correct word. (Answers are in heavy type.)

1. I was (traped, **trapped**) inside.
2. He (robed, **robbed**) the bank.
3. Mike is (**setting**, seting) the table.

SCRAMBLED SQUARES

Arrange the letters in the squares to make list words.

1.
rob ed b

robbed

2.
set t ing

3.
p trap ed

4.
ing kid d

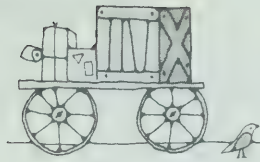
5.
snap ed p

6.
ing n grin

7.
pin n ing

Were any of the letters not used to form list words?

grin slap
grinning slapped



WORD FORMS

Find and write the word from each line that makes sense in the sentence under the line.

1. tap taps tapped tapping

Last night she _____ the ball into the basket.

2. pinning pin pinned pins

Yesterday she _____ a flower to her dress.

3. robbing robbed robber rob

His house was _____ when he was gone.

4. ship shipper shipping shipped

She _____ the crate by train.

5. slap slapping slapstick slapped

Jim _____ his hands to keep them warm.

In words that end with consonant-vowel-consonant (CVC), the last consonant is doubled before adding endings like **ed** and **ing**.

Answers:

2. setting
3. trapped
4. kidding
5. snapped
6. grinning
7. pinning

no

1. tapped
2. pinned
3. robbed
4. shipped
5. slapped

pleted discuss the words used in each sentence and help pupils to understand the concept in the formula. Then have pupils find the root word in each sentence.

Formula. Have pupils read the formula and tell how it applies to the key words.

Supplementary Activities

Scrambled Square Roots. Have pupils write the root words of the list words they wrote for Scrambled Squares. Then have pupils compare the root words to list words.

Using Word Forms. Have pupils take turns making oral sentences with each word in the five lines of Word Forms. Discuss how the form of each word affects the way it is used in a sentence.

B

Scrambled Squares. Begin by reading the directions and showing pupils how the answer for the example, **robbed**, was obtained. Emphasize that the consonant was added to retain the /o/ sound; otherwise, without the added **b**, the word would be **robed**—a word with a long vowel sound and a different meaning. Have pupils

complete the exercise. Then discuss the final question.

Word Forms. Remind pupils that words have different forms and that when the ending of a word is changed the use of the word also changes. Remind pupils, too, that different forms are used in different ways. (See page 115 for a review of how different forms are used.)

Have pupils read and follow the directions. After the exercise is com-

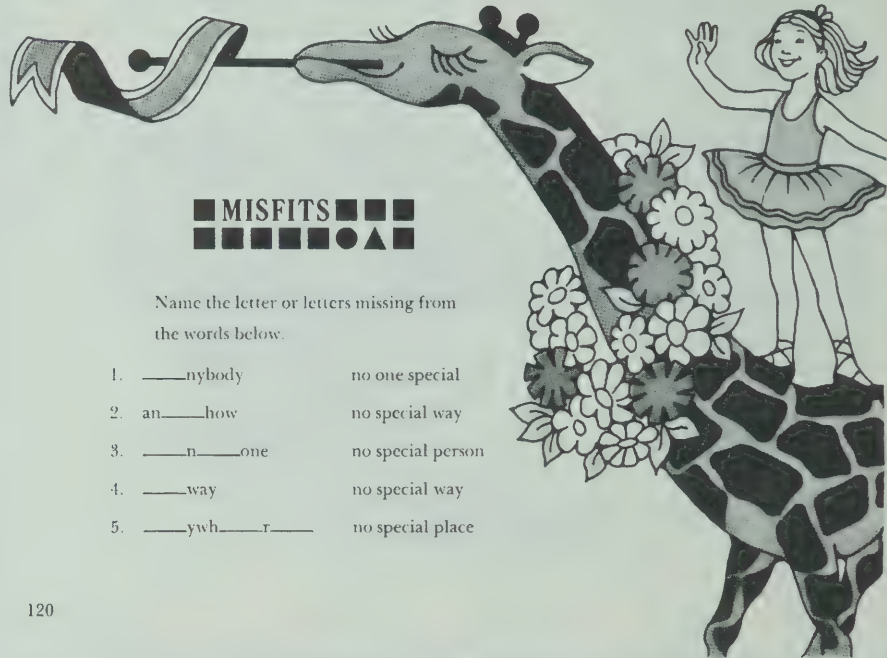
Answers:

1. a
2. y
3. a, y
4. any
5. an, e, e

WRITE AND REVIEW

Using manuscript writing, copy the sentence below.

While I was napping, I dreamed
I was riding a huge spotted animal
in a circus parade.



MISFITS

Name the letter or letters missing from the words below.

- | | |
|---------------------|-------------------|
| 1. ____nybody | no one special |
| 2. an____how | no special way |
| 3. ____n____one | no special person |
| 4. ____way | no special way |
| 5. ____ywh____r____ | no special place |

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C

WRITE AND REVIEW

Have pupils copy the sentence, using manuscript writing. Tell them to leave a small space between the words and to check the shape of their letters against those in the book.

Write the word **napping** on the board. Ask pupils to name its root word. (**nap**) Underline **nap**. Ask pupils how **nap** was changed to make **napping**. (The final consonant was doubled before **ing** was added. Remind pupils that in words that end according to the C-V-C formula the last consonant is doubled before adding endings like **ed** and **ing**.)

Misfits. The focus is on the word **any**, a word that can be misspelled "eny," "enee," "anee," or "ane." Item 5 calls attention to the /är/ sound

spelled **ere**. The /är/ sound in **where** may be misspelled "are" or "air."

Supplementary Activity

Practice. Write the following sentences on the board, putting blanks in place of the words in parentheses. Have pupils complete the sentences, using words from Misfits. (Items 2 and 3 are interchangeable.)

1. If you do not go, I will probably go (**anyway**).
2. Isn't (**anyone**) home?
3. (**Anybody**) who likes to be quiet can come with me.
4. Is there (**anywhere**) you want to go?
5. I never liked to wear the dress (**anyhow**).

D

Unit 30 Quiz

1. We are **trapped**.
2. Who **slapped** you?
3. Are you **kidding**?
4. Dave **tagged** Dick.
5. The frog **snapped** at the fly.
6. The cubs were **napping** in the sun.
7. Betty is **pinning** up her hem.
8. He **dragged** his feet.
9. I am **betting** Susan will win.
10. Rose **spotted** the tiger.
11. Byron likes **pating** the hamster.
12. The thief **robbed** the store.
13. Are you **shipping** your furniture?
14. The men **tapped** their feet.
15. Who is **sitting** in my chair?
16. The horse **tripped** on the log.

LOOK AGAIN

FIND THE ROOT

The shortest word in each column is the **root word**. Write the root words on your paper.

1	2	3	4
rob	trapping	spotted	snapped
robber	trapped	spotter	snapping
robbed	trapper	spotting	snap
robbing		spot	snapper

How is the root word different when the endings **ed**, **er**, and **ing** are added?



ADD THE ENDINGS

Add the endings **ed** and **ing** to each of the words below.

- | | |
|---------|---------|
| 1. fan | 4. blab |
| 2. wet | 5. swap |
| 3. chin | 6. chop |

LOOK AHEAD

CHANGE THE WORD

Use the ending **er** to make new words from the words below.

- | | |
|---------|---------|
| 1. cut | 3. flip |
| 2. swim | 4. mill |



WORD REDUCING

Reduce the length of each word below by taking away either the **er**, **ing**, or **ed** ending from each. Write the word that is left.

- | | |
|------------|-------------|
| 1. filling | 4. swapping |
| 2. smaller | 5. chapped |
| 3. chilled | 6. whipped |

Answers:

LOOK AGAIN

- rob
- trap
- spot
- snap

The last consonant is doubled.

- fanned, fanning
- wetted, wetting
- chinned, chinning
- blabbed, blabbing
- swapped, swapping
- chopped, chopping

LOOK AHEAD

- cutter
- swimmer
- flipper
- miller

- fill
- small
- chill
- swap
- chap
- whip

- Julie is **setting** the table.
- Why are you **grinning**?

E

LOOK AGAIN

Find the Root. This activity shows that adding endings to words sometimes doubles the final consonant of the original word. Have pupils read the directions and complete the exercise. In discussing the final question emphasize that although **robbing**, **trapping**, **spotting**, and **snapping** have doubled final consonants the root words had single consonant endings.

Add the Endings. Remind pupils that the final consonant is doubled

before adding endings to words with the C-V-C pattern. Pronounce each word and have pupils identify the C-V-C pattern in each. Then have pupils read the directions and complete the exercise. Have pupils use items 4 and 5 in context sentences. (*Note: All items are nonlist words.*)

LOOK AHEAD

Change the Word. Have pupils read the directions and complete the exercise independently. Have pupils correct their own work by reading aloud the spelling of each word. Write the words on the board, circling **er**. Ask: "How did you follow or not follow the formula on page 119 in adding the **er** ending to these words?" (Items 1, 2, and 3 follow the

formula because they have the C-V-C pattern and the final consonant must be doubled before adding the ending. Item 4 does not have the C-V-C pattern, so the final consonant is not doubled.)

Word Reducing. Have pupils read the directions and complete the exercise independently. After the words are written discuss which words retain the second consonant (**fill**, **small**, and **chill**) and which drop the second consonant. (**swap**, **chap**, and **whip**)

Supplementary Activity

Using Word Forms. Picking words at random, make up an oral sentence using each of the words in Find the Root. Have pupils listen to each sentence and identify the word in Find the Root.

Answers:

1. safely
2. lovely
3. careful
4. cheerful
5. goodness
6. slowly

at the end

Emphasis—The suffixes **ly**, **ful**, and **ness**.

Additional Resources—Use Enrichment Activity 30: Prickly Riddle Puzzle.

A

Crazy Cubes. This activity shows that the suffixes **ly**, **ful**, and **ness** are simply added to root words.

Explain to pupils that each set of cubes can make more than one word but that the word they are to find is a list word. Beginning with the first set help pupils identify the list word **safely**. Remind them to write the list word after they have identified it. Continue in the same way with the remaining sets of cubes.

Discuss the question at the bottom of the page. Introduce the word *suffix* and have someone read aloud the definition of a suffix given in the last sentence.

After the words are written have pupils pronounce them and tell how many syllables each word has. Write the words on the board and circle the final syllable in each word. Ask:

“What are all of these endings called?” (suffixes) “Were the root words changed in any way before these suffixes could be added?” (no) “How were the suffixes **ly**, **ful**, and **ness** added?” (They were simply attached to the ends of the root words.)

Supplementary Activities

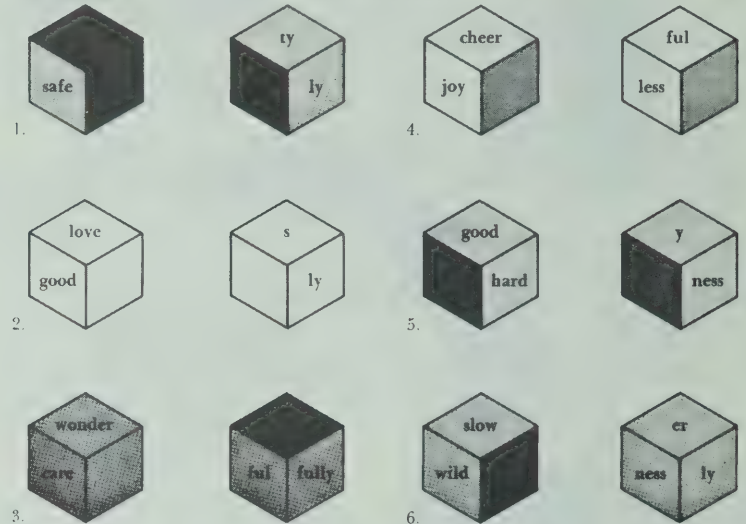
Practice. Write the root words of all the list words on the board. Have

CRAZY CUBES

31

safely	nearly	hardly	lovely	quickly	slowly	gladly	safely
useful	careful	hopeful	cheerful	painful	helpful	thankful	
goodness	illness	sadness	sickness	goodness			

Line up the cubes to make list words.



Where did the word parts in the right-hand cubes go, at the beginning or at the end of the words in the left-hand cubes?

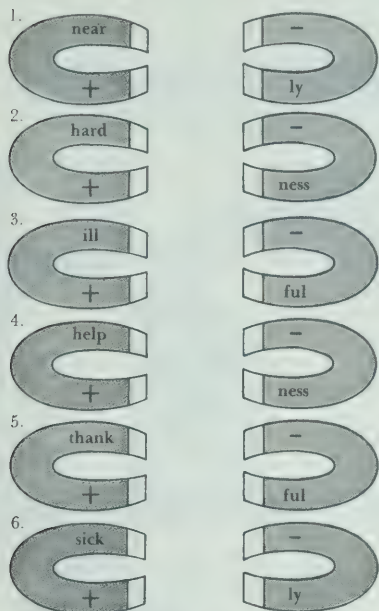
A word part that is attached to the end of a root word is called a suffix.

pupils add the suffixes **ly**, **ful**, and **ness**. (Arrange the words as they are grouped in the word list.)

More Crazy Cubes. Have pupils rearrange the cubes to make other words. (1. safety; 2. goodly, loves, goods; 3. wonderful, wonderfully, carefully; 4. cheerless, joyless, joyful; 5. goody, hardy, hardness; 6. slower, wilder, wildness, wildly) Then have someone pronounce the words and identify the suffixes.

SUFFIX MAGNETS

Pretend each root word and suffix is a magnet. Which magnets would you join to form list words?



safely
goodness
useful

The suffixes **ly**, **ness**, and **ful** are simply attached to their root words.

CHOOSE THE SUFFIX

For each story below, use one of the suffixes with the root word in heavy type to form a list word and complete the story.

1. The dog was so **glad** to see the boy! He ran up to him and **—ly** **—ness** licked his face.
2. Do you know how to **use** a wrench? It is **—less** **—ful** when changing bicycle tires.
3. Cinderella was very **sad**. Her **—ly** **—ness** was caused by hearing the clock strike twelve!
4. Do you **hope** for rain? If you do, a cloudy sky will be a **—ful** **—less** sign.
5. The **quick** brown fox jumped over the low green bush. Then he **—ly** **—ness** went toward the chicken coop.
6. He felt a **pain** in his tooth. Then he had a **—ful** **—less** thought about his dentist.

Answers:

1. nearly
2. hardly
3. illness
4. helpful
5. thankful
6. sickness

-
1. gladly
 2. useful
 3. sadness
 4. hopeful
 5. quickly
 6. painful

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the words written in Suffix Magnets and Choose the Suffix.

Supplementary Activity

Word Puzzles. Make a set of flash-cards, using the root words from the list words and any others you wish to include. After the last letter on each word make a vertical slash about 2 cm long. Next write the endings **ful**, **ly**, and **ness** on smaller cards, cutting the left side of the card so that a 2 cm tab is made. Have one or more pupils at a time practise putting endings and root words together. (The two cards should connect in such a way that there is no break between the words and the endings.) Provide a list of possible answers so that pupils can check their combinations.

B

Suffix Magnets. See if pupils can tell which ends of the magnets will be attracted. (The positive ends will be attracted to the negative ends.) Discuss which list words will be made when the magnets come together. Have pupils complete the exercise.

Note: You may find the following information helpful: Magnetism is caused by the mutual attraction of

the molecules inside the magnet. The attraction keeps the molecules lined up with north poles pointing north and south poles pointing south. This arrangement causes the molecules to pull together to attract other objects.

Choose the Suffix. Have pupils read the directions and complete the exercise. Make sure pupils understand the directions: They are to add one of the two endings to the word in heavy type to make a list word.

Answers:

cheerful
hardly
useful
lovely
sadness

1. o
2. o
3. o
4. o, e
5. o, i

C

WRITE AND REVIEW

Have pupils write the list word that means nearly the same as each word in the first exercise. (cheerful, hardly, useful, lovely, sadness) Have pupils check the slant of the letters in each word by drawing a dashed, slanted line through the down-stroke of each letter.

Tell pupils to look carefully at their answers to see if the root of each word was changed before the suffix was added. (No change was made.) Remind pupils that the suffixes *ly*, *ness*, and *ful* are simply attached to root words.

Have pupils write a sentence using one of the list words from the first activity.

Misfits. The focus is on the /o/ sound, which may be misspelled **au**

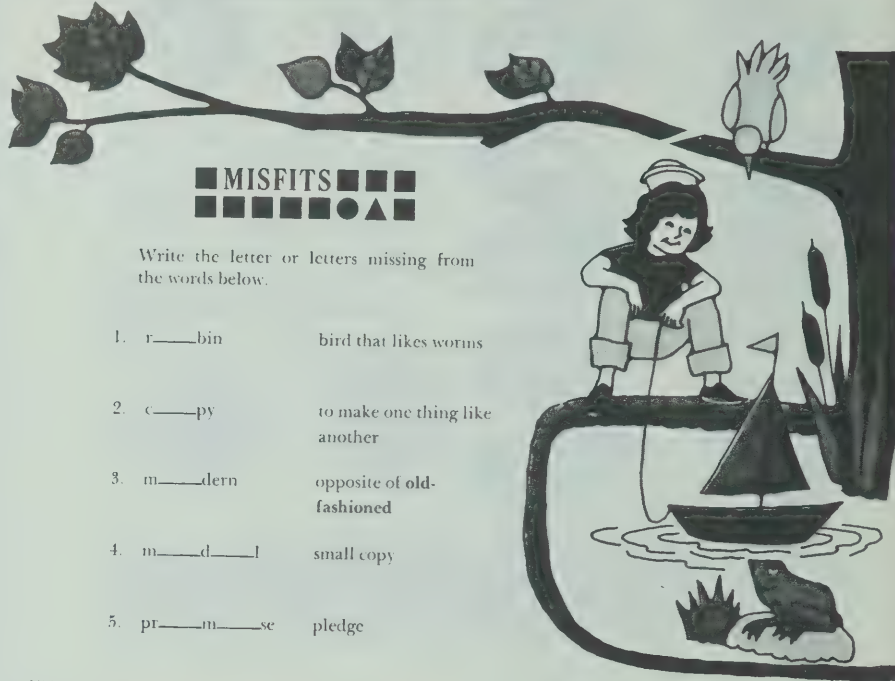
WRITE AND REVIEW

Write the list word that means nearly the same as each word below.
Be sure you slant your letters to the right.

almost nearly barely pretty

happy helpful sorrow

Write a sentence using one of the above list words.



Write the letter or letters missing from the words below.

1. r____bin bird that likes worms
2. c____py to make one thing like another
3. m____dern opposite of old-fashioned
4. m____d____l small copy
5. pr____m____se pledge

124

or **a**. In item 5 the **i** is short, although the pattern is V-C-e.

D

Unit 31 Quiz

1. Jerry was very **helpful**.
2. Nancy left **quickly**.
3. I am **nearly** finished.
4. Joe didn't feel **useful**.
5. They **gladly** went home.
6. My toothache was **painful**.
7. The dog felt our **sadness**.
8. Her dress was **lovely**.
9. The bird was **cheerful**.
10. I was **thankful** for the money.
11. Jack was **careful** with fire.
12. The **illness** kept her in bed.

Supplementary Activity

Practice. Write the following sentences on the board, using blanks in place of the words in parentheses. Have pupils complete the sentences, using words from Misfits.

1. I (promise) to write soon.
2. The (model) airplane crashed.
3. The (robin) ate the worm.
4. This is a (modern) building.
5. I plan to (copy) that dress.

LOOK AGAIN

MATCHO

Read and cover the first word in each line.
Then write the word that is spelled the same
as the first word.

1.	sadly	sad	sadder	saddest	sadly	sadness
3.	nearly	nearer	near	nearness	nearly	nearby
4.	thankful	thanks	thankful	thank	thanked	thanksgiving
5.	sickness	sickest	sick	sickly	sickness	sicker
6.	useful	use	used	useless	useful	using
7.	cheerful	cheers	cheering	cheered	cheer	cheerful

LOOK AHEAD

WORD FINDING

Remove the suffixes from the words below to
find root words.

1. goody
2. sadder
3. quickness
4. cheerfully
5. safest
6. lovelier
7. used
8. hoping



MATCH THE MEANINGS

Match the words that have
similar meanings.

- | | |
|-------------|-------------|
| 1. careful | a. fastest |
| 2. gladly | b. gripping |
| 3. took | c. happily |
| 4. holding | d. grabbed |
| 5. quickest | e. watchful |
| 6. hopping | f. halted |
| 7. hoped | g. jumping |
| 8. stopped | h. wished |

Answers:

LOOK AHEAD

1. good
2. sad
3. quick
4. cheer
5. safe
6. love
7. use
8. hope

1. e
2. c
3. d
4. b
5. a
6. g
7. h
8. f

13. Thank **goodness** they left.
14. Penny mounted the horse **slowly**.
15. **Sickness** kept her from school.
16. There is **hardly** any food.
17. They made their way **safely**.
18. Pam is still **hopeful**.

E

LOOK AGAIN

Matcho. This exercise provides
practice in visual discrimination.
Have pupils read the directions and
look at the first list word on the left.

Ask: "What ending does this word
have?" Pupils should write the word
that is the same as the first word.

LOOK AHEAD

Word Finding. Write the word
goody on the board and have it pro-
nounced. Ask: "What word would be
left if we took off the suffix?" Remove
the suffix **y** and leave **good**. Have pu-
pils complete the exercise independ-
ently. Write the root words on the
board when the exercise has been
completed and allow pupils to check
their own papers.

Match the Meanings. Pupils can
work independently.

Supplementary Activities

Analyzing Suffixes. Select pupils to
look at each of the words in Match
the Meanings and tell what the suffix
is, how it was added to the word, and
whether the root word had to be
changed. (*Note:* Call attention to dif-
ferences in the root words of items 6
and 7.)

Word Forms. Have pupils use the
words from Matcho in oral sentences.
Point out that different forms of
words are used in different ways.

Answers:

1. pronoun
2. research
3. contest
4. content
5. produce
6. conform
7. propel

at the beginning

Emphasis—The prefixes **pro**, **re**, and **con**.

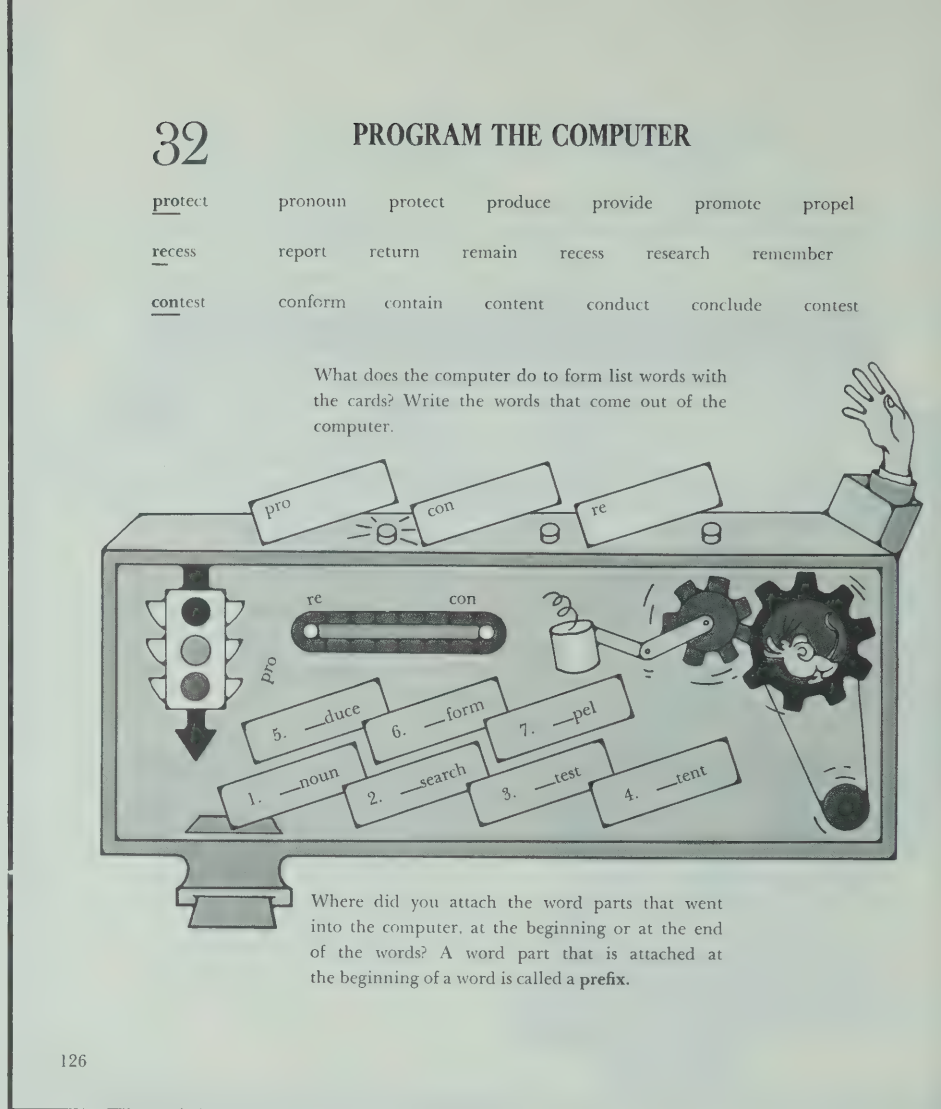
Additional Resources—Use Enrichment Activity 31: Pre-Fishes.

A

Program the Computer. This activity shows that the prefixes **pro**, **re**, and **con** are simply added to root words.

Have pupils look at the computer in the picture. Ask: "What does this computer do? How does it work?" Help pupils see that when the prefixes on the cards at the top are combined with the right words in the computer, list words will be the result.

Ask: "What list words will be made when all of the words are put through the computer?" Have pupils read and follow the directions. Then have them answer the question at the bottom of the page. Introduce the word *prefix* and have someone read aloud the definition of a prefix given in the final line.



After the words are written have pupils pronounce them. Ask pupils to listen and tell how many syllables each word has. Write the words **pronoun**, **research**, and **contest** on the board and circle the first syllable. Ask: "What are these syllables called?" (prefixes) "Were the root words changed in any way before the prefixes were added?" (no) "Was another letter added to or taken from the root word before the prefixes were added?" (no) "How were the prefixes **re**, **pro**, and **con** added?" (They were simply added to the beginnings of the root words.)

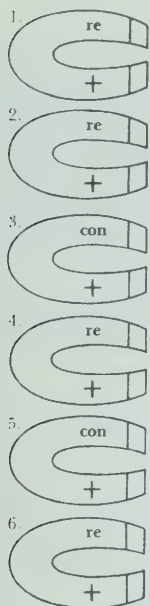
Supplementary Activities

Practice. Write the root words of all the list words on the board. Have the pupils add the prefixes **re**, **pro**, and **con**. (Arrange the words as they are grouped in the word list.)

Prefix Meanings. Write **noun**, **port**, **turn**, **search**, **mote**, **tain**, **tent**, and **pel** on the board. Discuss the meaning of the words; point out that two of the word parts, **tain** and **pel**, have no meanings. Add the prefixes **pro**, **re**, and **con** to make list words. Contrast the meanings of the words before and after adding the prefixes.

PREFIX MAGNETS

Pretend each word part and prefix is a magnet. Which magnets would you join to form list words?



CHOOSE THE PREFIX

For each sentence, use one of the prefixes with the word part in heavy type to form a list word and complete the sentence.

1. The answer book can **pro** di vide the answer for you.
2. Gasoline is not used to **pro** ex pel a rocket ship.
3. If you do a good job, the boss will **de** **pro** mote you.
4. An umbrella is used to **pro** de tect us.
5. If you see a flying saucer, **de** re port it at once!
6. The teacher promised that the test would **con** ex clude the week's work.

protect
recess
contest

The prefixes **pro**, **re**, and **con** are simply attached to their root words and word parts.

Answers:

1. remember
2. return
3. contain
4. remain
5. conduct
6. recess

1. provide
2. propel
3. promote
4. protect
5. report
6. conclude

B

Prefix Magnets. Remind pupils of how magnets work. (For an explanation, see page 123.) After a brief discussion reinforcing the idea that only magnets with opposite charges attract each other have pupils read the directions and complete the exercise.

Choose the Prefix. Have pupils read the directions and complete the exercise. Make sure pupils understand the directions: They are to add one of the two endings to the words in heavy type to make list words.

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the words written in Prefix Magnets and Choose the Prefix.

Supplementary Activities

Prefix Practice. Write the following root words on the board, leaving blanks in place of the letters in parentheses. Pronounce the words and have pupils write the complete word.

- | | |
|---------------|---------------|
| 1. (re)bound | 4. (pro)noun |
| 2. (con)trast | 5. (pro)file |
| 3. (re)call | 6. (re)search |

- | | |
|----------------|-----------------|
| 7. (pro)pose | 14. (re)cess |
| 8. (pro)tein | 15. (con)tain |
| 9. (con)clude | 16. (con)fess |
| 10. (re)new | 17. (re)collect |
| 11. (re)coil | 18. (re)claim |
| 12. (con)form | 19. (con)trol |
| 13. (re)member | 20. (re)tain |

Word Puzzles. Have pupils use the list words to make word puzzles similar to those described on page 123. You may wish to have each person make a set of his or her own or you may wish to have each pupil make one word puzzle (using all the list words and enough nonlist words to provide each pupil with a puzzle) and then combine all of the puzzles to make a set for the class.

Answers:

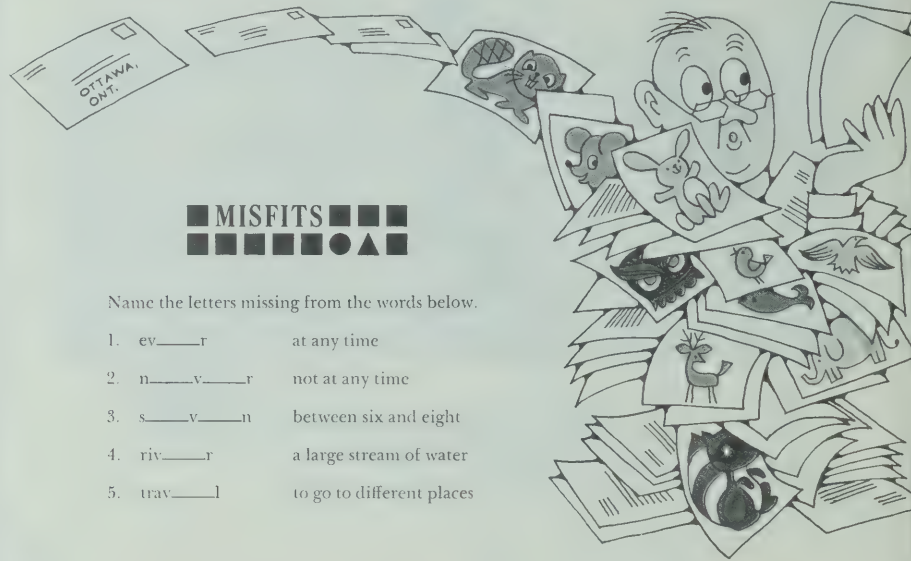
1. e
2. e, e
3. e, e
4. e
5. e

WRITE AND REVIEW

Copy the paragraph below.

Check your writing for the Six Basic Handwriting Skills.

The students wrote a report on protecting wildlife. Then they sent it to their Member of Parliament



MISFITS

Name the letters missing from the words below.

1. ev____r at any time
2. n____v____r not at any time
3. s____v____n between six and eight
4. riv____r a large stream of water
5. trav____l to go to different places

C

WRITE AND REVIEW

Review the names of the Six Basic Handwriting Skills: size, slant, shape, spacing, alignment, and style. Have pupils copy the paragraph at the top of page 128 and then check their writing to be sure they have used each of the Six Basic Handwriting Skills.

Write the words **report** and **protect** on the board. Ask pupils to name the prefix that begins each word. (**re** and **pro**) Remind pupils that each of these prefixes is simply added to a root word or word part when a new word is made.

Misfits. The focus is on the schwa sound at the ends of the words and on the /e/ sound in the first syllables of items 2 and 3. The /e/ sounds are included for comparison. Following the predictability pattern introduced on page 106 pupils may misspell **never** and **seven** by doubling the con-

sonant after the first vowel, and they may misspell the schwa sounds.

Supplementary Activity

Practice. Write the following sentences on the board, using blanks in place of the words in parentheses. Have pupils complete the sentences, using words from Misfits.

1. The (seven) of us refused to leave.
2. We (never) felt there was (ever) a better show.
3. The pioneers would (travel) by (river).

D

Unit 32 Quiz

1. When is **recess**?
2. Pam tried to **protect** the dog.
3. Will this tree **produce** fruit?
4. How did you **conduct** yourself?
5. Do you **remember** vacation?
6. Please **return** this tomorrow.
7. Who will **provide** the food?
8. I will **remain** here until Friday.
9. Do some **research** on this topic.
10. What will **conclude** the program?
11. Edgar has entered the **contest**.
12. What does that carton **contain**?

LOOK AGAIN

MATCHO

Cover the first word in each line. Then write the word that is spelled the same as the first word.

1. report	export	support	deport	report
2. contain	retain	detain	stain	contain
3. propel	expel	propel	repel	compel
5. content	extent	content	convent	consent
6. remain	domain	remainder	retain	remain
7. conclude	exclude	preclude	conclude	conclusion

LOOK AHEAD

CIRCLE THE PREFIXES

Copy the words below. Then circle the prefix in each word.

- rewrote
- contract
- extend
- preview
- detect
- rerun
- expel
- deport

CIRCLE THE SUFFIXES

Copy the words below. Then circle each of the suffixes in the words.

- depending
- bottomless
- dearly
- nearness
- emptiness
- sixty
- carelessly
- painfully

129

Answers:

LOOK AHEAD

- rewrote
- contract
- extend
- preview
- detect
- rerun
- expel
- deport

- depending
- bottomless
- dearly
- nearness
- emptiness
- sixty
- carelessly
- painfully

tions and complete the exercise independently.

Supplementary Activity

Making New Words. Write the following words on the board. Have pupils make new words by adding as many suffixes or prefixes as they can to each. (Answers are in heavy type.)

- face (deface, facing, faced, faceless, preface)
- claim (declaim, exclaim, proclaim, claiming, claimer, exclaimer)
- tract (extract, detract, protract, extraction)
- pay (payer, payee, payment, paying, repay, prepay)
- cover (covering, covered, uncover, recover, coverless)

- Is this word a **pronoun**?
- Will our teacher **promote** us?
- What will **propel** the boat?
- What facts were in the **report**?
- They will **conform** to the rules.
- The cat was very **content**.

E

LOOK AGAIN

Matcho. This exercise provides practice in visual discrimination. Have pupils read the directions and look at the first list word on the left. Ask: "What prefix does this word have?"

Pupils should write the word that is the same as the first word.

LOOK AHEAD

Circle the Prefixes. This exercise reinforces the idea that the prefixes **re**, **pro**, and **con** are simply added to the beginnings of root words and extends the concept to cover other prefixes.

Circle the Suffixes. This exercise reinforces the idea that suffixes are added to the ends of root words and that sometimes the root word must be changed before a suffix can be added. Have pupils follow the direc-

Answers:

de, pre, in

decide
pretend
demand
prefer
deny
invite, inside
prevent
indeed

33

CARTOON CAPERS

<u>i</u> nside	invite	indeed	invent	include	interest	inside
<u>d</u> ecide	depend	delight	defend	demand	deny	decide
<u>p</u> resent	prevent	prepare	pretend	prefer	preserve	present

Complete the rhyme with list words.

CATS OR RATS?

If all the rats _____ide they're cats.

And all the cats _____tend they're rats.

And cats _____mand more cheese to eat.

And rats _____fer just milk and meat.

If we don't _____ny that cat's a mouse.

And _____vite rats _____side the house.

Who'll _____vent rats from chasing cats.

If _____deed cats still think they're rats?

What prefixes did you use to complete the words in the cartoon? Write each complete word.



Emphasis—The prefixes **in**, **de**, and **pre**.

Additional Resources—Use Enrichment Activity 32: Celebration.

A

Cartoon Capers. This activity shows that the prefixes **in**, **de**, and **pre** are simply added to the beginnings of root words.

Have pupils look at the cartoon and tell what it is about. Ask: "Are the cat and rat in the cartoon behaving strangely? What is the cat doing? What is the rat doing?" Have pupils describe what is happening in the picture. Say: "The poem tells why the cat and rat seem so confused

about who or what they are; but before you can read the poem you will have to complete some of the words."

Have pupils look at the incomplete words in the story to see which parts are missing. Then have them look at the word list to see how the list words begin. Ask: "What is missing from each word in the poem?" (a prefix) Have pupils read the poem aloud and name the prefixes that complete each word.

Discuss the question at the bottom of the page and have pupils write the list words they completed for the story.

Have pupils pronounce the words and listen to find out how many syl-

lables each word has. (two) Write the words on the board and select pupils to tell where the words are divided. Next circle the first syllable of each word and ask: "What are these syllables called?" (prefixes) Were the root words changed in any way before the prefixes were added?" (no)

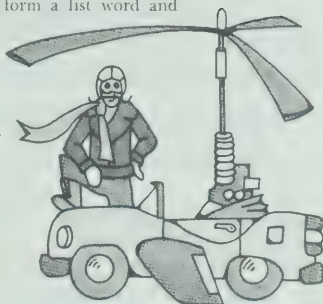
Supplementary Activity

Practice. On the board write the root words of all the list words. Have pupils add the prefixes **in**, **de**, and **pre** to make list words. (Arrange the words as they are grouped in the word list.)

CHOOSE THE PREFIX

For each sentence, use one of the prefixes with the word part in heavy type to form a list word and complete the sentence.

1. Have you ever tried to **de** **pre** serve a butterfly?
2. Who was the first person to in **pre** vent a flying machine?
3. **Ex** **In** clude me on your mailing list, Santa Claus.
4. It is raining in **out** side.
5. His father liked to com **pre** pare dinner.



WHAT WORD IS IT?

At 10:35 the word is **delight**. What other list words can be found at the hours below?

- | | |
|----------|----------|
| 1. 8:15 | 4. 11:05 |
| 2. 10:20 | 5. 10:10 |
| 3. 8:25 | |



inside
decide
present

The prefixes **in**, **de**, and **pre** are simply attached to their root words and word parts.

Answers:

1. preserve
2. invent
3. Include
4. outside
5. prepare

1. prefer
2. depend
3. present
4. interest
5. defend

B

Choose the Prefix. Have pupils read the directions and complete the exercise. Make sure pupils understand the directions: They are to add one of the two endings to the words in heavy type to make list words.

What Word Is It? This activity combines spelling with the ability to tell time. Have pupils read the syllables on each side of the clock.

After the words are written discuss how the prefix was added to each word. Make sure that pupils understand the concept in the formula.

Formula. Have someone read the formula aloud and tell how it applies to the key words and to the words written in the exercises.

Supplementary Activity

Prefix Word Clock. Make a word clock similar to the one in the picture. To construct the clock use a black felt-tip pen to draw a large circle on a 0.5 m by 0.5 m piece of light-coloured construction paper. Leave 15 cm of space around the circle. Paste the construction paper on heavy cardboard.

Divide the circle into twelve parts

and number them. Outside the circle write six prefixes on the left side and six root words on the right side. (Or if you wish to use the clock for other word games you may write the prefixes and root words on flashcards that can be attached with thumbtacks or inserted in slits in the cardboard.)

Make two arrows from lightweight cardboard and, using a thumbtack or a brass brad, attach the arrows to the centre of the clock. Have pupils work with the clock in pairs: One pupil figures out a time where list words will be found, and the other pupil tells what the word is.

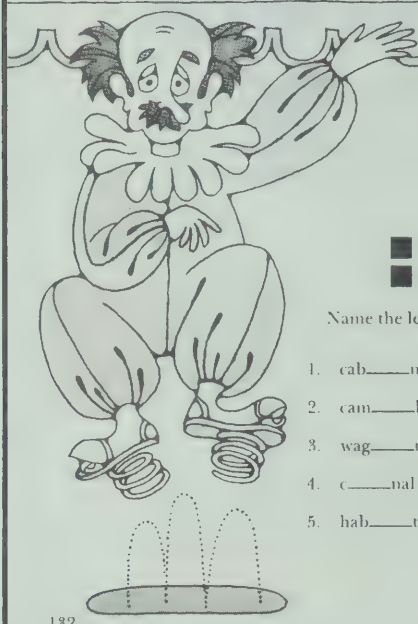
Answers:

- 1. i
- 2. e
- 3. o
- 4. a
- 5. i

WRITE AND REVIEW

Copy the poem. Check your writing when you have finished.

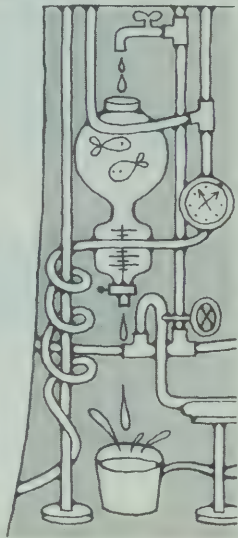
"Oh, come into the tent,
To see what I invent,
Said the mad man of renown
While jumping up and down."



MISFITS

Name the letters missing from the words below.

- 1. cab_____n log house
- 2. cam_____l desert animal
- 3. wag_____n cart
- 4. c_____nal narrow path for water
- 5. hab_____t practice of doing something again and again



132

C

are likely to spell the sound with any one of the vowels.

D

WRITE AND REVIEW

Have the poem at the top of the page read aloud. You might want to ask pupils what they think might be invented.

Point to the word **invent**. Remind pupils that **in**, as well as other prefixes, is simply added to its root word or word part when a new word is made.

Have pupils copy the poem. Remind them that they should use the Six Basic Handwriting Skills.

Misfits. The focus is on schwa sounds spelled **e, i, o, and a**. Pupils

Supplementary Activity

Practice. Write the following sentences on the board, leaving blanks in place of the words in parentheses. Have pupils complete the sentences with words from Misfits.

- 1. Jed lives in a (cabin).
- 2. He has the strange (habit) of talking to bluejays.
- 3. At times, she rides a (camel) into town.
- 4. Often she brings a (wagon).
- 5. He works on the (canal).

Unit 33 Quiz

- 1. Do you deny it?
- 2. Let's go **inside**.
- 3. It is **indeed** late.
- 4. What did you **decide**?
- 5. Sometimes it's fun to **pretend**.
- 6. Did you **invite** Leslie?
- 7. When would you **prefer** to go?
- 8. Who gave me this **present**?
- 9. Ben will **prepare** dinner.
- 10. I won't **depend** on the weather.
- 11. I want to **invent** something.
- 12. I have lost **interest**.
- 13. What did you **include** in your report?

LOOK AGAIN

CIRCLE THE PREFIXES

Say the words below. Then copy them and circle the prefix that begins each word.

- | | |
|-----------|------------|
| 1. invite | 5. delight |
| 2. demand | 6. invent |
| 3. prefer | 7. prevent |
| 4. depend | 8. decode |

FLIP CARDS

Make a flip card for each of this unit's prefixes, **pre**, **de**, and **in**. When your teacher says a word, show the card that spells the prefix.

LOOK AHEAD

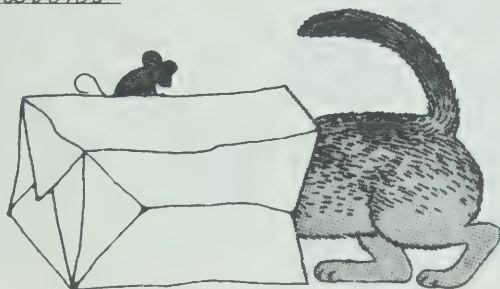
WORD REMODELING

Remodel the list words below by adding new prefixes such as **pre**, **de**, **in**, **pro**, **re**, and **con** whenever possible.

1. invent prevent
2. inside
3. include
4. pretend
5. present
6. preserve
7. prefer

WRITE ABOUT WHAT HAPPENED

Write a short story, using list words whenever possible, about what happened to the cats when they were chased by the rats.



133

E

LOOK AGAIN

Circle the Prefixes. Remind pupils that a prefix is a word part attached to the beginning of a word. Have pupils pronounce each word, tell how many syllables it has, and divide the word into syllables. Then have them read the directions and complete the exercise.

- | | |
|----------------|---------------|
| 1. depress | 11. inferior |
| 2. prevail | 12. depend |
| 3. descend | 13. indirect |
| 4. indent | 14. preoccupy |
| 5. deplore | 15. deplete |
| 6. predict | 16. inexact |
| 7. indivisible | 17. derail |
| 8. pretend | 18. inflame |
| 9. deport | 19. desalt |
| 10. indulge | 20. prejudice |

Answers:

LOOK AGAIN

1. invite
2. demand
3. prefer
4. depend
5. delight
6. invent
7. prevent
8. decode

LOOK AHEAD

Answers will vary.

Answers will vary.

LOOK AHEAD

Word Remodelling. Have pupils read the directions and complete the exercise independently. Remind them that they may use more than one prefix to remodel each list word.

Write About What Happened. Have pupils turn to page 130. Ask: "What do you think the cats are thinking as they are being chased by the rats? What do you think the rats are thinking? Do you think a rat could catch a cat? How could the rat outsmart the cat? How could the cat outsmart the rat? Which would you rather see win? How could something unexpected happen between the two—such as becoming friends?" Help pupils develop a short plot about the cartoon characters. Then have them write their stories using as many list words as possible.

Supplementary Activity

Story Follow-Up. After pupils have written their stories have some of the better stories read aloud. Underline the list words and put the stories on a bulletin board.

Answers:

dropped
sloping
shared
smoked
hoping
roping

doubled
rapped
flipped
gagged
shipped
slapping

Emphasis—Review of Units 26 through 33.

A

Note: Review Unit activities may be completed in four teaching periods.

Chicken Feed. This activity reviews how to add suffixes to words ending with a final e and to words having the C-V-C pattern. Dropping the final e is introduced in Unit 29, page 114. Doubling the final consonant is introduced in Unit 30, page 118.

Tell pupils that this page is a review of Units 29 and 30. Have them read the words in each picture to see if anything about the words sounds familiar. Ask: "How are all of the words alike?" (They all have suffixes.) Ask pupils to look at the words and tell whether they remember the two ways suffixes are added to words. Have pupils iden-

tify the words in which the final consonant has been doubled and words from which the final e has been dropped. Point out that each ending begins with a vowel.

You may wish to have pupils turn to pages 114 and 118 to compare the word lists with the words on the pictures. Have them note that many of the words share the same roots. Help pupils pronounce all of the new words. Then have them read the directions and complete the exercise.

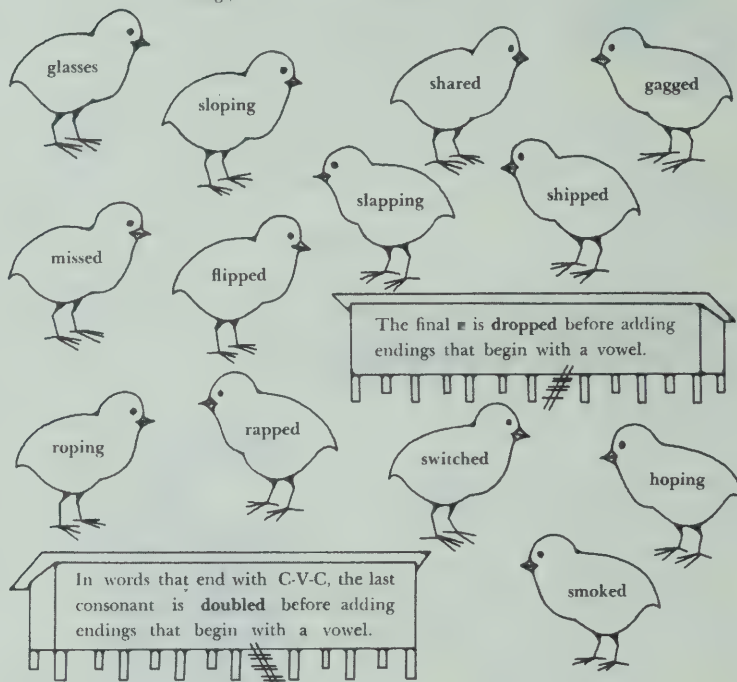
Supplementary Activity

Practice. Write the following sentences on the board. Have pupils add

REVIEW

CHICKEN FEED

Read the formulas below. Write the headings **doubled** and **dropped** on your paper. Say the word within each picture. Then write each word under the correct heading. (Hint: Some words do not belong.)



134

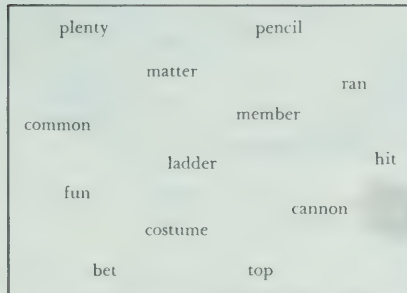
an ending to the word in parentheses and write the sentence.

1. The sun is (rise) and it's time to get up.
2. He walked down the street singing and (snap) his fingers.
3. I (hike) up the mountain alone.
4. Jake (spot) me sitting by the lake.
5. "Are you (kid) me?" he asked.
6. The roof fell in, and she was (trap) in the cave.
7. They (name) their son Adam.
8. She (score) low on the quiz.
9. As I was (write) my name, my pen broke.
10. The cowboy (drag) the steer down by the horns.

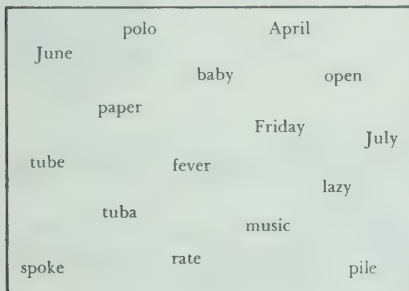
FOLLOW THE FORMULA



The word *insect* follows the formula on page 107.
Write the words that follow the same formula.



The word *lion* follows the formula on page 111.
Write the words that follow the same formula.



135

Answers:

plenty
pencil
matter
common
member
ladder
costume
cannon

April
baby
polo
paper
Friday
open
fever
lazy
tuba
July
music

followed by one consonant. Have pupils read the directions and complete the exercise.

B

Follow the Formula. This activity reviews the short vowel followed by two consonants and the long vowel sound followed by one consonant. The V-C-C pattern is introduced in Unit 27, page 106; the V-C-V pattern is introduced in Unit 28, page 110.

Have pupils read the words in the first box and identify the short vowel sound in the first syllable of the two-syllable words. Then have pupils read the formula at the bottom of page 107. Ask: "How does this formula apply to the words you have just read?" (The vowel in the first syllable is short, and it is followed by two con-

sonants.) Have pupils identify the words with the V-C-C pattern and tell how they follow the formula.

Next have pupils read the words in the bottom box and identify the long vowel sound in the first syllable of the two-syllable words. Have someone read aloud the formula on page 111. Ask: "How does this formula apply to the words you have just read?" (The vowel in the first syllable is long, and it is spelled the way it sounds.)

Discuss how the formulas apply to the words in the boxes, reinforcing the idea that a short vowel sound in the first syllable is usually followed by two consonants, and a long vowel at the end of the first syllable is usually

Supplementary Activity

Practice. Write the following words on the board, leaving blanks in place of the letters in parentheses. Pronounce each word and have pupils write the complete word.

- | | |
|--------------|---------------|
| 1. st(o)ny | 11. l(o)cate |
| 2. n(umb)er | 12. m(ast)er |
| 3. r(if)le | 13. n(ot)ice |
| 4. c(ent)er | 14. c(ott)on |
| 5. cl(im)ate | 15. p(on)y |
| 6. k(itt)en | 16. c(apt)ain |
| 7. p(up)il | 17. h(ot)el |
| 8. m(idd)le | 18. l(add)er |
| 9. b(ott)om | 19. (unt)il |
| 10. s(umm)er | 20. d(add)y |

Answers:

1-6: Answers will vary.

1. lipstick
2. birthday
7. switchboard
9. nightgown

C

Find the Words. Tell pupils that this activity reviews Unit 31. Have them look at the three groups of words in the word list on page 122. Ask: "What do these words have in common?" (They all have suffixes.) "What are they?" (*ly*, *ful*, and *ness*) Have pupils identify the suffix in each group of words. Then have them return to page 136 to read and follow the directions in each part.

Choose the Compounds. Tell pupils that this activity reviews Unit 26. Have them turn to page 102 and read silently the words in the word list. Ask: "What do the words have in common?" (They are all compounds.) Have someone read aloud the formula on page 103. Then have pupils return to page 136 and read and follow the directions.

Supplementary Activities

Compound Word Draw. See page 102.

Practice. Write the following sentences on the board. Have pupils copy

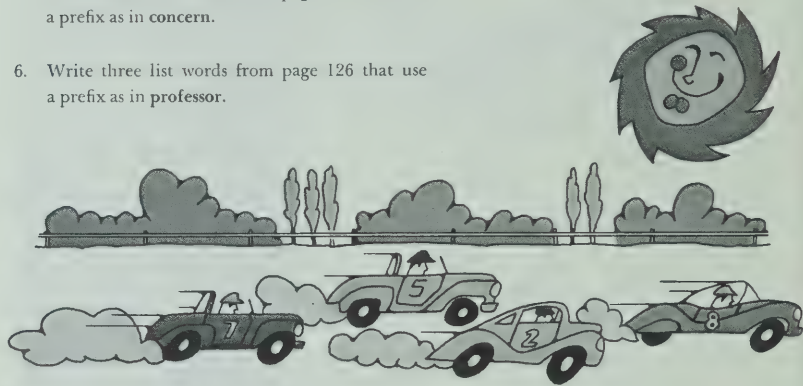
FIND THE WORDS

1. The words **swiftly** and **warmly** are like some of the list words on page 122. Write three list words that use the same suffix as **swiftly** and **warmly**.
2. Write three list words from page 122 that use a suffix as in **wishful**.
3. Write three list words from page 122 that use a suffix as in **hardness**.
4. Write three list words from page 126 that use a prefix as in **remainder**.
5. Write three list words from page 126 that use a prefix as in **concern**.
6. Write three list words from page 126 that use a prefix as in **professor**.

CHOOSE THE COMPOUNDS

Say the words below. Write each word that has been made out of two words.

1. lipstick
2. birthday
3. submarine
4. pillow
5. slipper
6. fellow
7. switchboard
8. hollow
9. nightstick
10. swallow



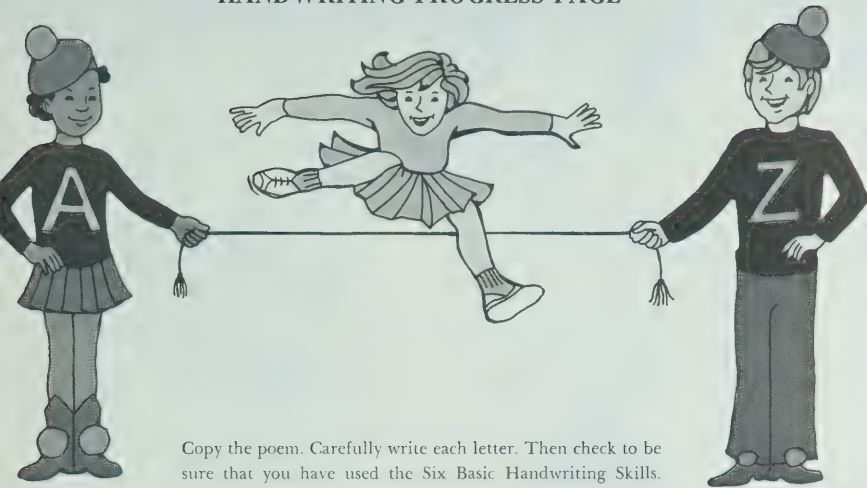
136

the sentences using the suffixes **ly**, **ful**, or **ness** at the ends of the words in parentheses.

1. She is a (love) person.
2. I feel in a (cheer) mood.
3. They have had much (sick) in their family.
4. Rick does not drive (safe).
5. It's so hot I can (hard) sleep.

6. Will you please be (care) when you cross the street?
7. I am (near) finished with this book.
8. I am (hope) that he will come to visit again.
9. We were (thank) that he did not get hurt.
10. Her (good) makes me feel happy that I know her.

HANDWRITING PROGRESS PAGE



Copy the poem. Carefully write each letter. Then check to be sure that you have used the Six Basic Handwriting Skills.

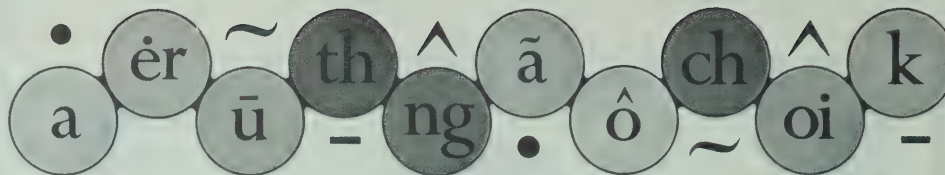
*This exercise is just a look,
A final quiz within my book,
To see again how perfectly
I've learned to write my a b c's.*

137

D

Handwriting Progress Page

Explain that this is the final handwriting exercise. Tell pupils that they should copy the poem and then check their writing for the Six Basic Handwriting Skills. Then tell them to mark their Handwriting Progress Charts.



SPELLING DICTIONARY

SOUND / SPELLING KEY

/a/	basket, afternoon	/f/	foxes
/ā/	lay, base, mail, favour	/g/	goal, dragged, ghost
/ā/	care, stair	/h/	hair, whole
/ä/	carload	/hw/	whether
/e/	better, cellar	/j/	journey, cage
/ē/	eagle, mean, seed, fever, busy	/k/	kite, case, quite, luck
/ēr/	work, earn	/l/	learn, dollar
/ər/	weather	/m/	movie, summer
/i/	sixty, window, became	/n/	nice, knight, pinning
/ī/	wise, pilot, fry, multiply	/ng/	among, uncle
/o/	follow, donkey	/p/	pirate, shipping
/ō/	pole, slow, goal, only, locate	/r/	roast, write
/ō/-	for, story, airport	/s/	sailor, notice
/oi/	moist, enjoy	/sh/	show
/ou/	loud, owl, crowd	/t/	tepee, setting, hoped
/u/	sun, cover	/th/	thread
/ū/	use, future	/TH/	there, smooth
/ū/	hood, full, could	/v/	valley, of
/ü/	blew, broom, soup, ruby	/w/	wise
/ə/	among, seven, family, circus	/y/	yellow
/b/	butcher, baseball, robbed	/z/	zebra, rose
/ch/	chimney, lunch	/zh/	garage
/d/	deep, kidding, named		

airport

A

air · port /ā'pôrt/ *n.* place where airplanes land or take off.



ate /ât/ *v.* had a meal. The scouts **ate** in the mountains. **Homonym:** see **eight**.

B

brunch /brunch/ *n.* meal combining breakfast and lunch. *pl.* brunches.

bush /büsh/ *n.* short, woody plant with many branches. *pl.* bushes.

C

cal · en · dar /kal'ən dər/ *n.* a chart showing days, weeks, and months of the year. The **calendar** was hanging in the kitchen.

coarse /kôrs/ *adj.* rough. Bill scraped his arm on the **coarse** brick wall. **Homonym:** see **course**.

dinner



col · lar /kol'ər/ *n.* the neckband of a coat, dress, or shirt. Tracy's blouse had a Peter Pan collar.

course /kôrs/ *n.* direction taken. The plane flew on a western **course**. **Homonym:** see **coarse**.

D

dear /dir/ *adj.* much loved, precious. Pete's dog was very **dear** to him. **Homonym:** see **deer**.



deer /dir/ *n.* graceful, horselike, wild animal with antlers. The **deer** ran through the forest. **Homonym:** see **dear**.

dew /dü/ or /dū/ *n.* moisture that forms outdoors during the night. **Homonyms:** see **do** and **due**.

die /dī/ *v.* to stop living.

dime /dīm/ *n.* a coin worth ten cents.

din · ner /din'ər/ *n.* the main meal of the day. The Andersons have **dinner** at seven.

dish

dish /dɪʃ/ *n.* anything to serve food on or in: *pl.* dishes.

do /dū/ *v.* to carry out, perform. **Homonyms:** see dew and due.

doc · tor /dɒk'tɔr/ *n.* person trained in all the skills needed to treat illness.

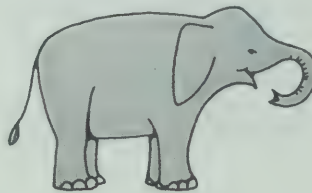


due /dū/ or /dū/ *adj.* owed. Ten cents was due on the library book. **Homonyms:** see dew and do.

E

eight /āt/ *n.* the numeral 8. Four and four make eight. **Homonym:** see ate.

el · e · phant /el'ə fənt/ *n.* a large four-legged animal with a long trunk.



hair

F

fair /fār/ *n.* exhibit of various items, often with contests and entertainment. **Homonym:** see fare.

fare /fār/ *n.* money paid to ride in a train, airplane, bus, etc. The fare to ride the bus to Vancouver was very high.

Homonym: see fair.



for /fôr/ *prep.* because of, as. Melissa shouted for joy when she received a tent for her birthday. **Homonym:** see four.

forty /fôr'tē/ *n.* the numeral 40.

four /fôr/ *adj.* the numeral 4. An ox has four legs. **Homonym:** see for.

fox /foks/ *n.* small, doglike, wild animal, usually with a reddish coat. *pl.* foxes.

H

hair /hār/ *n.* thread-like growth from the skin of animals and people. Jessica had long brown hair. **Homonym:** see hare.

hare

hare /hār/ *n.* animal like a rabbit but larger, born with open eyes and a full coat of fur. **Homonym:** see **hair**.

hear /hīr/ *v.* to get sounds through the ear. You can **hear** the car's horn. **Homonym:** see **here**.

here /hīr/ *adv.* in this place. She works **here** during the week. **Homonym:** see **hear**.

K

knew /nū/ or /nū/ *v.* 1. to have been acquainted with. 2. to have had the facts of. **Homonym:** see **new**.

L

lens /lenz/ *n.* glass or plastic designed to aid vision. *pl.* lenses.

let · ter /let'ər/ *n.* 1. written message. Calvin sent a **letter** to Leonard. 2. unit of the alphabet.

loan /lōn/ *n.* something given that will be returned. **Homonym:** see **lone**.



lone /lōn/ *adj.* alone, single. **Homonym:** see **loan**.

M

mail /māl/ *n.* letters to be sent or received. Mary has some **mail** to send. *v.* to send by mail. **Homonym:** see **male**.

mouse

main /mān/ *adj.* most important, largest. The **main** dish at dinner was steak. **Homonym:** see **mane**.

male /māl/ *n.* boy or man. **Homonym:** see **mail**.

mane /mān/ *n.* long hair on the neck of horses or lions. The lion has a golden **mane**. **Homonym:** see **main**.



may · be /mā'bē/ *adv.* possibly, perhaps. **Maybe** he will be home by noon.

mo · tor /mō'tər/ *n.* engine that makes things move. Drew started the **motor** on the lawn mower.



mouse /mous/ *n.* small, gray, gnawing animal that lives in houses and fields.

new /nü/ or /nū/ *adj.* recently made or bought. **Homonym:** see **knew**.

news·pa·per /nüz'pā'pər /or/ nüz'pā'pər/ *n.* news printed on large sheets of paper. A boy delivers our evening newspaper.



P

pail /pāl/ *n.* round container for carrying things, a bucket. Betsy took her **pail** and shovel to the beach. **Homonym:** see **pale**.



pair /pār/ *n.* set of two that goes together. Barry put on a **pair** of brown shoes. **Homonyms:** see **pare** and **pear**.

pale /pāl/ *adj.* without much colour, whitish, dim. When Bob was sick, his face was **pale**. **Homonym:** see **pail**.

pare /pār/ *v.* to cut, trim, peel. Mrs. Clay will **pare** the apples for us. **Homonyms:** see **pair** and **pear**.



pear /pār/ *n.* teardrop-shaped fruit, usually golden or russet in colour. **Homonym:** see **pair** and **pare**.

plane /plān/ *n.* 1. flat or level surface. 2. airplane. 3. carpenter's tool. Jane used a **plane** to level the top of the door. **Homonym:** see **plain**.

plain /plān/ *adj.* 1. clear, easy to understand. 2. simple. *n.* flat stretch of land. The **plain** went on as far as we could see. **Homonym:** see **plane**.



R

read /rēd/ *v.* to look at and understand written things. Mom likes to **read** the paper. **read** /red/ *v.* past tense of to **read**. **Homonym:** see **red**.

real

real /rēl/ *adj.* true, not imagined, not made up. John told the **real** reason for his absence. **Homonym:** see reel.

red /red/ *adj.* the colour of a stop light
Homonym: see read.



reel /rēl/ *n.* spool or roller on which film or wire is wound. Jeff wound the film onto another **reel**. **Homonym:** see real.

right /rīt/ *adj.* 1. correct. 2. opposite of left. **Homonym:** see write.

S

scene /sēn/ *n.* view. The artist painted a winter **scene**. **Homonym:** see seen.



stare

sea /sē/ *n.* large body of salt water. The **sea** was choppy during the storm. **Homonym:** see see.



see /sē/ *v.* to look at. John could **see** the rainbow from his backyard. **Homonym:** see sea.

seen /sēn/ *v.* form of to see. Mary has **seen** that movie.

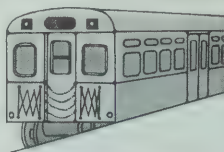
son /sun/ *n.* male child. **Homonym:** see **sun**.

stair /stār/ *n.* one step of a series for going up or down from one floor to another. Mr. Jenks fixed the top **stair**. **Homonym:** see stare.



stare /stār/ *v.* to look directly at something with the eyes wide open. All I could do was **stare** at the strange picture. **Homonym:** see stair.

sub • way /sub'wā'/ *n.* 1. underground passage. 2. underground train. John's mother takes a subway to work.



sun /sun/ *n.* bright star that gives the earth light and heat. The sun shone through the clouds. **Homonym:** see son.

T

tail /tāl/ *n.* back or end part of an animal. The dog wagged his tail. **Homonym:** see tale.



tale /tāl/ *n.* story. Grandpa told a tale of the old west. **Homonym:** see tail.

their /FHār/ *adj.* belonging to them. Betty and Phil like their new bicycles. **Homonym:** see there.

there /FHār/ *adv.* in that place. Sit over there near the window. **Homonym:** see their.

to /tü/ *prep.* in the direction of. I enjoy walking to school. **Homonyms:** see too and two.

too /tü/ *adv.* also, besides. Pat is in fourth grade, too. **Homonyms:** see to and two.

two /tü/ *n.* numeral 2. Half of four is two. **Homonyms:** see to and too.

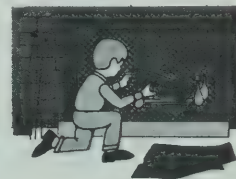
2

W

wood /wüd/ *n.* the part of a tree that is cut up for use. Jack burned some wood in the fireplace. **Homonym:** see would.

would /wüd/ *helping verb.* Word that helps a verb show desire, wish, or intention. **Homonym:** see wood.

write /rīt/ *v.* 1. to make letters or words with pen, pencil, or chalk. 2. to make up stories, compose. **Homonym:** see right.



DATE DUE SLIP

	DEC 04 '91
DUE EDUC OCT 21 '81	NOV 22 1991 RETURN
OCT 21 RETURN	
RETURN MAY 14 '81	
EDUC JUL 29 '81	
RETURN JUL 29 '81	
DUE EDUC DEC 2 '82	
RETURN NOV 30 '82	
DUE EDUC MAR 1 '84	
MAR 12 RETURN	
DUE EDUC NOV 13 '86	
MAY 18 RETURN	
DUE EDUC NOV 10 '86	
NOV 04 RETURN	

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Spell/write /

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HANDWRITING PROGRESS CHART

The Six Basic Handwriting Skills	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final	Teacher's Rating
1. Size											
2. Slant											
3. Shape											
4. Spacing											
5. Sitting on the base line											
6. Style											

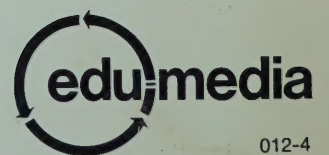
Once a month you will check your handwriting with your teacher.

If your use of a skill is satisfactory, colour the square blue.

If you need to practise a skill, colour the square red.

- | | |
|-----------------------------|---|
| 1. Size | All capital letters and tall letters should be almost a full space high. Small letters should be one-third of a space high. |
| 2. Slant | All letters should be uniformly slanted to the right and parallel to each other. |
| 3. Shape | Each letter should look like the model. |
| 4. Spacing | The spaces between words should be the same. Each space should be as wide as a small o. |
| 5. Sitting on the base line | All letters should touch the base line. |
| 6. Style | There should be no erasures or writing over letters. Neatness, clean work, and proper margins are important. |

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